

May Curriculum Map

Name of Teacher _Nazia Niher-Shahzad_____

Subject _12th Grade ELA_____

Unit/Theme

How to write Research Paper
The Great Gatsby – F. Scott Fitzgerald

Enduring Understandings

Students will be able to understand what a research paper is.
Students will understand the components of a research paper and learn to write a thesis statement.
Students will be able to conduct research on topics of choice.
Students will understand college-level MLA format for research papers.

Students will gain a basic understanding of the setting of the novel and the historical/cultural background of Jazz Age America.
Students will understand the life of the author and relate to the setting of the novel.
Students will be able to identify and discuss the first person narrative point of view of Nick Carraway and its importance to the story.
Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
Students will analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Students will propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue.
Students will clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
Students will respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Essential Questions

Research Paper

What is a research paper?
What is a thesis question?
What is a thesis statement?
How do you determine a thesis statement?

What is the topic you would most like to research?
What is the controversial question about this topic that you would like to answer in your research?
Explain the position or stand you are taking on this topic
Using the three sources you found for your previous classwork, how do each benefit your research?

The Great Gatsby

What do you know about F. Scott Fitzgerald?
Why are we still reading a book written in the 1920s? What gives a book longevity?
What do you know about the “Roaring Twenties” or the “Jazz Age”?
What were Fitzgerald’s intentions when writing The Great Gatsby? Did he intend for the novel to be read for pleasure or was he trying to include a deeper message in the complexities of his writing?
The description of the “valley of ashes” opens this chapter. Literally, what is the valley of ashes? What might it represent on a symbolic level?
Compare and contrast George Wilson and Tom Buchanan. Then, compare and contrast Myrtle Wilson and Daisy Buchanan.
How do we know that Myrtle Wilson is not an intellectual?
Why do you suppose that Jordan does not believe Gatsby when he says that he had attended Oxford College in England?
In what ways is Gatsby’s behavior at his party quite unlike the behavior of most of his guests?
Toward the end of the party, we have the unflattering description of husbands and wives and also the drunk who has crashed his car. What is Fitzgerald’s deeper message to us here?
Who is Meyer Wolfsheim, and what do we know about him?
Gatsby disappears when which other character unexpectedly arrives at lunch? Take a guess as to why Gatsby doesn’t want to see this character.
When Nick asks Gatsby what business he is in, Gatsby responds, “That’s my affair,” before he realizes that this is not an appropriate reply. Why does Gatsby give that answer, and why is not it an appropriate reply?
Okay, let’s talk about that scene with the shirts. Obviously, Daisy’s not crying because of the actual shirts. Analyze the passage and explain what, exactly, has caused Daisy to become so emotional as she wraps herself in all those shirts.
Why, do you suppose, Fitzgerald links the behavior of the characters to the hottest day of the summer?
When Gatsby briefly meets Daisy’s little girl, he is somewhat unnerved. Symbolically, what does the little girl represent?
Gatsby asks the groundskeeper not to drain the pool. Why? In light of what happens at the very end of this chapter, how is this exchange symbolically meaningful?
How can Wilson’s actions at the end of this chapter be explained?
What shocking piece of information does Nick receive in his chance meeting with Tom? What is Nick’s final feeling about Tom and Daisy?
In the last four paragraphs, Nick makes the symbol of the green light very concrete. What does the green light symbolize?

Activities

short response questions with evidence, do now questions, closing quickwrite questions
class discussions

Assessments

<p>Formative (Throughout)</p> <p>Class comprehension discussions</p> <p>Homework responses</p>
<p>Summative (End of Year)</p> <p>Quiz</p> <p>Essay</p> <p>Comprehension Questions</p>
<p>Time Frame/Month</p> <p>Research Paper – Beginning of May</p> <p>The Great Gatsby – Mid-May through June 9, 2021</p>
<p>Resources/Websites(Primary/Secondary)</p> <p>OWL Purdue MLA format</p> <p>https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html</p> <p>The Great Gatsby Online PDF</p> <p>https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/7935/Gatsby_PDF_FullText.pdf</p>

April Curriculum Map

Name of Teacher __Nazia Niher-Shahzad_____

Subject _12th Grade ELA_____

<p>Unit/Theme</p> <p>Romeo and Juliet – William Shakespeare</p>
<p>Enduring Understandings</p> <p>Students determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p>Students analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot of develop the theme.</p> <p>Students determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Students demonstrate understanding of figurative language, word relationships, and nuances in words meanings.</p>

Students analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Students understand the relationship of ideas within and across different texts.

Essential Questions

Romeo and Juliet

How does Romeo's reaction to his banishment develop his character?

What three reasons does Friar Laurence give Romeo to show that he should be happy?

In Scene 3, the Nurse gives Romeo a gift from Juliet. What is the gift? What does it symbolize?

Which words and phrases develop the relationship between Juliet and Friar Laurence?

Who will stay up all night to make sure the wedding party preparations are complete? Why?

How does Shakespeare develop Romeo and Juliet's character?

Why is it difficult to get poison in Mantua? Why does Romeo believe this apothecary will sell him some despite this?

In Scene 2, what is Friar John's excuse for not having delivered the letter to Romeo?

What is Friar Laurence's plan of action once he realizes Romeo hasn't received his letter?

Who is the first person to arrive at Juliet's tomb in Scene 3? Why is he there?

Explain Paris' logic in thinking that Romeo is responsible for Juliet killing herself.

Did Paris love Juliet? Give evidence to support your answer.

Who else died tonight? How do we find out?

How many people died in this play? List their names in order of their deaths.

Activities

short response questions with evidence, do now questions, closing quickwrite questions

Romeo and Juliet Escape room

Shakespeare Flattery and Slam contest

Assessments

Formative (Throughout)

Homework responses

Class discussions

Summative (End of Year)

Quiz

Essay

Comprehension Questions

Time Frame/Month

Romeo and Juliet: After Spring Break – End of April

Resources/Websites(Primary/Secondary)

https://shakespeare.folger.edu/downloads/pdf/romeo-and-juliet_PDF_FolgerShakespeare.pdf

March Curriculum Map

Name of Teacher __Nazia Niher-Shahzad__

Subject __12th ELA__

Unit/Theme

Romeo and Juliet
Julius Caesar Play

Enduring Understandings

Romeo and Juliet

Students determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

Students analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot of develop the theme.

Students determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Students demonstrate understanding of figurative language, word relationships, and nuances in words meanings.

Students analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Students understand the relationship of ideas within and across different texts.

Julius Caesar Play

Students determine tone, meaning, and subtext in the dialogue.

Students understand the summary, synopsis and setting of the story.

Essential Questions

Romeo and Juliet

How do Shakespeare's specific word choices establish a tragic tone in the text?

What is the chorus saying?

In which town is the play set? In what country do you suppose this town exists?

Romeo is heartsick over a girl (it's not Juliet) who is not at all interested in Romeo. Name three of the ineffective romantic strategies Romeo has used in his attempt to woo this girl.

How does Shakespeare introduce Romeo?

What “suit” does Paris bring to Capulet in Scene 2?
How old is Juliet? What are her father’s thoughts about allowing her to marry?
What is Juliet’s reaction to her mother’s request? What does this show us about Juliet?
How does Shakespeare develop Juliet’s character in Act 1.3?
Is Romeo fearful of the future? Write down the lines that support your answer.
What is the influence of Romeo and Juliet on modern youth culture?
How does Friar Lawrence advance the plot in Romeo and Juliet up to this point?

Julius Caesar

How do Shakespeare’s specific choices about how to begin the play introduce conflict in this scene?
How does Shakespeare introduce Caesar’s character on the stage?
How does Brutus’s reluctance to swear an oath relate to the central idea of ethics of honor?
What do Antony’s words over Caesar’s body suggest about his point of view of Caesar’s death?
How does Antony use the word honor in lines 82–117?

Activities

Play script-reading
Acting
short response questions with evidence, do now questions, closing quickwrite questions

Assessments

Formative (Throughout)
Homework responses
Class discussions

Summative (End of Year)
Quiz
Acting
Comprehension questions

Time Frame/Month

Romeo and Juliet – Two weeks
Julius Caesar – Two weeks

Resources/Websites(Primary/Secondary)

https://shakespeare.folger.edu/downloads/pdf/romeo-and-juliet_PDF_FolgerShakespeare.pdf
Mufti Menk - https://www.instagram.com/p/CMK_h4qHIZo/

Textbook Name (Chapters/Pages)

February Curriculum Map

Name of Teacher ___Nazia Niher-Shahzad___

Subject ___12th Grade ELA_____

Unit/Theme

Julius Caesar

Enduring Understandings

Students explore their own views and discover, and understand important themes in Julius Caesar.

Students determine tone, meaning, and subtext in the dialogue.

Students understand the summary, synopsis and setting of the story.

Students Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Students draw evidence from Julius Caesar and other informational texts to support analysis, reflection, and research.

Students determine two or more themes or central ideas of a Julius Caesar and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Students analyze the impact of the Shakespeare's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Essential Questions

What is democracy? What kind of power does an emperor hold?

How would you define treason?

Why is the life of an individual less important than the well-being of a society? Or is it?

What are the benefits and drawbacks to having a representative government?

What significant changes did he make in Rome during his reign?

Why do readers and theatergoers continue to enjoy Shakespeare's plays four centuries after they were written?

How do Shakespeare's specific choices about how to begin the play introduce conflict in this scene?

How does Shakespeare introduce Caesar's character on the stage?

How does Brutus's reluctance to swear an oath relate to the central idea of ethics of honor?

What do Antony's words over Caesar's body suggest about his point of view of Caesar's death?

How does Antony use the word honor in lines 82–117?

<p>In Antony's last speech over Brutus' body, how does Antony compare Brutus to the rest of the conspirators? Who has the last lines in the play? What is significant about the fact that he has the last lines?</p>
<p>Activities short response questions with evidence, do now questions, closing quickwrite questions Socratic Seminar</p>
<p>Assessments</p>
<p>Formative (Throughout) Homework responses Class discussions Debates</p>
<p>Summative (End of Year) Julius Caesar Quiz Comprehension questions</p>
<p>Time Frame/Month Julius Caesar – month of February</p>
<p>Resources/Websites(Primary/Secondary) Play - https://www.youtube.com/watch?v=pPHDxw_IHRE&t=289s</p>
<p>Textbook Name (Chapters/Pages) Julius Caesar book</p>

December Curriculum Map

Name of Teacher ___Nazia Niher-Shahzad_____

Subject _12th Grade ELA___

<p>Unit/Theme Henry David Thoreau essay "Civil Disobedience" Masque of the Red Death – Edgar Allen Poe Rhetoric Julius Caesar Pre-Reading</p>
<p>Enduring Understandings</p>

Students analyze how the analyses and evidence presented during discussion changed or confirmed their own thinking.

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Students will deeply process and comprehend a short but complex literary text through reading and rereading, coding the text while engaged in critical thinking, text analysis and reader response activities.

- Read closely to determine what the text says explicitly and through inference
- Identify important symbolism throughout the story and analyze its meaning
- Identify imagery and sensory details and analyze how it contributes to the mood
- Write arguments to support a claim using sound reasoning and sufficient evidence

Students analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

Students will practice crafting and presenting informal arguments while being introduced to the themes of "Julius Caesar."

- Present arguments clearly, concisely, logically and persuasively
- Organize and present ideas in style appropriate to occasion and audience
- Propel conversation by thoughtfully posing and responding to questions and diverse perspectives
- Justify their own views and make new connections in light of reasoning presented
- Evaluate a speaker's point of view, reasoning and use of evidence

Students are provided a controversial topic/statement. Following research, they are assigned to debate with another student. Follow-up discussion of the debate can critically analyze the performance as well.

- The primary goal of a debate is for students to generate effective critical thinking into primary issues in the given topic.
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Essential Questions

Civil Disobedience:

What does Thoreau mean by “a better government”? Many leaders (Mahatma Gandhi, Martin Luther King, Jr.) have used Thoreau's ideas on civil disobedience as the guiding force of political movements. Is such a use of these ideas consistent with Thoreau's skepticism about politics? Which of Thoreau's ideas are valuable in the context of political activism? Which do not pertain?

What is the main idea in Civil Disobedience?

Masque of the Red Death:

What is allegory? How is Masque of the Red Death an allegory?

How is Prince Prospero an artist?

What is the author's tone in Masque of the Red Death?

What happens to all the guests at Prospero's masquerade party? Who or what is the masked guest?

What is rhetoric? How is rhetoric used?

What are the appeals to rhetoric?

How are rhetorical appeals used everyday?

Activities

short response questions with evidence, do now questions, closing quickwrite questions

Debates

Masque of the Red Death Escape Room

Assessments

Formative (Throughout)

Homework responses

Class discussions

Debates

Summative (End of Year)

Masque of the Red Death Quiz

Civil Disobedience Essay

Time Frame/Month

Civil Disobedience ended week 1 of December

Masque of the Red Death 12/07/20 – 12/16/20

Julius Caesar Pre-Reading 12/17/20 – 12/22/20

Resources/Websites(Primary/Secondary)

Masterful Reading of Civil Disobedience

<https://www.youtube.com/watch?v=FCb5GubMZh0>

<http://rhetoric.byu.edu/>

Textbook Name (Chapters/Pages)

November Curriculum Map

Name of Teacher ___Nazia Niher-Shahzad_____

Subject _12th Grade ELA___

Unit/Theme

Henry David Thoreau essay "Civil Disobedience"

Enduring Understandings

Students analyze how Thoreau develops a central idea over the course of this passage, and then specifically consider the development of this idea in paragraphs 2 and 9.

- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Draw evidence from literary or informational texts to support analysis, reflection, and research

Students discuss and analyze how Thoreau develops his point of view that the individual cannot be controlled by the state.

Students participate in an evidence-based discussion and explore how Thoreau's narrative develops central ideas in the text such as the relationship of the individual to the state.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

Student lead discussion questions focused on how specific individuals, ideas, or events interact and develop over the course of parts 1-3 of "Civil Disobedience".

Students discuss and explore how Thoreau develops his ideas about democracy and government in which Thoreau suggests that democracy and its values are not necessarily universal truths, but rather steps in human progress.

Student learning is assessed via the Round Robin Discussion. Students also self-assess their own contributions to the discussion on Civil Disobedience, and analyze how the analyses and evidence presented during discussion changed or confirmed their own thinking.

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Essential Questions

What does Thoreau's statement that he was "treated... as if [he] were mere flesh and blood and bones" suggest about how he views his role in society (part 2, par. 13)?

How does Thoreau's experience in jail support his point of view that jail is a "foolish[] ... institution"(part 2, par. 13)?

How does Thoreau's night in jail affect his relationship with the state?

How does Thoreau use figurative language to describe the experience of spending a night in jail?

How does Thoreau's night in jail affect his perspective on his native town? How does this perspective relate to a central idea in the text?

How does Thoreau describe the changes he observes in his town?

How does Thoreau further develop a central idea from part 3, paragraph 4 in part 3, paragraph 6?

How does the change in Thoreau's perspective on the state relate to his description of the state as "a lone woman with her silver spoons" in part 2, paragraph 13?

How does Thoreau describe those around him after his experience in prison?

How does Thoreau's description of those around him develop the central idea of ethics?

What is democracy?

What does Thoreau's metaphor suggest about the authority of the Bible and the Constitution in paragraph 17?

How does Thoreau's metaphor develop a central idea of the text?

Activities

short response questions with evidence, do now questions, closing quickwrite questions

Assessments

Formative (Throughout)

Homework responses

Socratic Seminar class discussions

Summative (End of Year)

Civil Disobedience Assessments 1 & 2 (essays)

Time Frame/Month

Civil Disobedience – ended 12/02/20

Resources/Websites(Primary/Secondary)

Masterful Reading of Civil Disobedience

<https://www.youtube.com/watch?v=FCb5GubMZh0>

Textbook Name (Chapters/Pages)
"Civil Disobedience" Henry David Thoreau

October Curriculum Map

Name of Teacher __Nazia Niher-Shahzad____

Subject _12th Grade English Language Arts____

Unit/Theme
Personal statement/College admissions essay
Resume
Presidential Debate
Henry David Thoreau essay "Civil Disobedience"

Enduring Understandings
College admissions essay:
Students will be able to:
<ul style="list-style-type: none">Identify what makes them special, unique, and sets them apart from others (this may also include specific hobbies and interest)To share the student's life goals and aspirations, to get a better idea of what they would like to achieve and how the particular college or university can help them achieve that.
Resume:
Students will identify the different elements that are needed in a résumé and will practice writing a résumé in a format designed for someone with minimal work experience.
<ul style="list-style-type: none">Develop skills to locate, evaluate, and interpret career information.Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
Presidential Debate:
Students will be able to:
<ul style="list-style-type: none">Analyze and discuss the recent Presidential debate with President Trump and Presidential candidate Joe Biden.Analyze campaign issues and to practice formal debate procedures and elements of logic. Extension activities address the history of presidential election debates and the importance of rhetoric and word choice in debates.
Students analyze Henry David Thoreau's "Civil Disobedience" in which Thoreau describes the individual's responsibility to challenge the state.
<ul style="list-style-type: none">Students analyze how Thoreau uses figurative language to develop a central idea in this passage.Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Thoreau introduces and develops his ideas about the need for a better government. Students identify central ideas that emerge in the first 4 paragraphs of the essay and analyze how these ideas interact and build on one another. Students also discuss how Bhutto and Thoreau develop a similar central idea in both “Ideas Live On” and “Civil Disobedience.”

- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Questions

What is a personal statement/college admissions essay?

What are some of the common prompt questions you can write about?

Who will read my essay?

Do my personal characteristics distinguish me from others I know?

What is a resume?

What are the components of a resume?

What is a cover letter?

What are some skills you should include in your resume?

What is a political or election debate?

How have debates changed over the years?

After watching the video, what have you noticed from this recent debate?

What did you learn by watching the debate?

What belief does Thoreau present in the first sentence of the essay?

How does the statement about a government “which governs not at all” develop an idea introduced in the first sentence of the essay (part 1, par. 1)?

What can you infer about Thoreau’s point of view regarding the military?

How does Thoreau establish his point of view in the opening paragraph of “Civil Disobedience”?

What happens to the “tradition” of American government over time (part 1, par. 2)?

How does the wooden gun metaphor in paragraph 2 develop an idea about government and the people?

How do the examples of trade and commerce develop Thoreau’s view of legislators?

How does Thoreau’s comparison of legislators to “mischievous persons who put obstructions on the railroads” develop his view of the relationship between the government and the people (part 1, par. 2)?

How does Thoreau use rhetoric to make his point about the relationship between the American government and its citizens? Compare to how Bhutto used rhetoric.

<p>How does Thoreau develop the relationship between conscience and government?</p> <p>What distinction does Thoreau make between the ways in which men serve the state?</p> <p>What does Thoreau mean when he says that those who serve the state with their consciences resist it?</p> <p>How does Thoreau’s reference to the “Revolution of ’75” develop his ideas about revolution (part 1, par. 8)?</p>
<p>Activities</p> <p>Writing personal statements/college admissions essay, resume writing, short response questions with evidence, do now questions, closing quickwrite questions</p>
<p>Assessments</p> <p>Formative (Throughout)</p> <p>Homework responses</p> <p>Personal statements</p> <p>Resume</p>
<p>Summative (End of Year)</p> <p>Vocabulary quiz</p> <p>Presidential Debate Essay (quiz)</p> <p>College and career Essay (quiz)</p>
<p>Time Frame/Month</p> <p>College admissions essay – five days</p> <p>Resume – three days</p> <p>Presidential Debate– three days</p> <p>“Civil disobedience” – ongoing (still on this unit)</p>
<p>Resources/Websites(Primary/Secondary)</p> <p>Masterful Reading of Civil Disobedience</p> <p>https://www.youtube.com/watch?v=FCb5GubMZh0</p>
<p>Textbook Name (Chapters/Pages)</p> <p>“Civil Disobedience” Henry David Thoreau</p>

September Curriculum Map

Name of Teacher __Nazia Niher-Shahzad_____

Subject __12th Grade English Language Arts_____

Unit/Theme

Email Etiquette

Benazir Bhutto's Speech "Ideas live on"

Henry David Thoreau essay "Civil Disobedience"

Enduring Understandings

Students will be able to:

Students will demonstrate the proper email etiquette expectations for school and the workplace, and be able to critique poor email etiquette.

- identify the main parts of letter/email writing.
- compare and contrast the format of letter writing to that of writing emails.
- proofread a draft of an email.

Bhutto's speech "Ideas live on" serves as an introduction in which they explore central ideas including the exercise of power and the relationship between the individual and the state. In the context of increasingly complex texts and ideas, students focus on reading closely, annotating text, and engaging in evidence-based writing and discussion.

- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply Reading standards to literary nonfiction. For example, delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

In this lesson, students begin an in-depth analysis of Henry David Thoreau's essay, "Civil Disobedience" in which Thoreau introduces and begins to support claims about government and the military. They analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Students will understand how Henry Thoreau introduces and develops his ideas about the need for a better government. Students identify central ideas that emerge in the first 4 paragraphs of the essay and analyze how these ideas interact and build on one another. Students also discuss how Bhutto and Thoreau develop a similar central idea in both "Ideas Live On" and "Civil Disobedience."

Students will understand how Thoreau discusses the ways in which people serve the state. Students consider how Thoreau uses figurative language to develop a central idea in the text.

Students analyze how Thoreau describes the individual's responsibility to challenge the state. Students analyze how Thoreau uses figurative language to develop a central idea in this passage.

To learn about CLEP examinations. To discover and create Common App account for college applications and discuss counselor brag sheet. Students will research career goals and colleges, and discuss SATs.

Essential Questions

How do you write a proper email?

- Why is it important to communicate effectively?
- How can we improve our email communication?
- What are some do's and don'ts for email writing?

According to Bhutto, what makes a government effective?

What point of view does Bhutto establish in paragraphs 1–3?

What is the impact of Bhutto's use of quotes in the first two paragraphs on the meaning of her speech?

How do the ideas that you have underlined support Bhutto's point of view?

How does Bhutto's question in paragraph 7 develop the point of view Bhutto establishes in paragraphs 1–3?

How does Bhutto further develop her point of view when she states, "The reflection and thought of the past is giving way to the speed of the future" (par.10)?

How does Bhutto use rhetoric to establish her point of view in the opening of her speech?

What is "the relationship between the individual and the state"?

How do the ideas and events Bhutto discuss in paragraphs 11–23 develop a central idea from paragraphs 1–3?

How does Thoreau's question at the beginning of paragraph 2 develop an idea about the American government?

What happens to the "tradition" of American government over time (part 1, par. 2)?

How does the comparison to "a single living man" (part 1, par. 2) develop an idea about government?

How does Thoreau's reference to "complicated machinery" develop an idea about government (part 1, par. 2)?

What does Thoreau mean when he says that "government never of itself furthered any enterprise, but by the alacrity with which it got out of its way" (part 1, par.2)?

How do the examples of trade and commerce develop Thoreau's view of legislators?

How does Thoreau use rhetoric to make his point about the relationship between the American government and its citizens? Compare to how Bhutto used rhetoric.

How does Thoreau's statement, "I ask for, not at once no government, but at once a better government" (part 1, par. 3) relate to his earlier idea that "government is best which governs least" (part 1, par. 1)?

What distinction does Thoreau draw in paragraph 3 and how does it support his point of view?

What does Thoreau recommend as a step toward establishing a better government?

How does Thoreau develop the relationship between conscience and government?
 What distinction does Thoreau establish between “law” and “the right”?
 What is the “undue respect for law” Thoreau describes in part 1, paragraph 4?
 How does Thoreau develop a central idea in part 1, paragraphs 3–4?
 What are the central ideas in “Ideas live on” and “Civil disobedience”?
 What distinction does Thoreau make between the ways in which men serve the state?
 How does Thoreau’s description of those who serve the state with their bodies develop the ideas that Thoreau introduces in part 1, paragraph 4?
 What does Thoreau mean when he says that those who serve the state with their consciences resist it?
 5. How do “oppression and robbery” become “organized” (part 1, par.8)?
 6. What does Thoreau believe should be done when “oppression and robbery are organized” (part 1, par. 8)? How does Thoreau’s solution develop the central idea of the relationship between the individual and the state?
 7. How do Thoreau’s examples of “oppression and robbery” develop the central idea of ethics (part 1, par. 8)?

How does the common app website inform you of the college admissions process?

Activities

Email etiquette questionnaire, correcting poor email samples, short response questions with evidence, do now questions

Assessments

Formative (Throughout)
 Vocabulary quiz
 College and career readiness essay (qui)
 Visual resume (quiz)
 Homework responses

Summative (End of Year)

Time Frame/Month

Email etiquette – two days
“Ideas live on” – four days
“Civil disobedience” – eight days (still on this unit)

Resources/Websites(Primary/Secondary)

Masterful Reading of Civil Disobedience
<https://www.youtube.com/watch?v=FCb5GubMZh0>
<https://apply.commonapp.org/login>

Textbook Name (Chapters/Pages)

“Ideas live on” Benazir Bhutto
“Civil Disobedience” Henry David Thoreau

Curriculum Map

Name of Teacher _____

Subject _____

Unit/Theme

Enduring Understandings

Essential Questions

Activities

Assessments

Formative (Throughout)
Summative (End of Year)
Time Frame/Month
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages)

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