

ELA Unit Plan Template

Title of Unit: Thematic Analysis in Literary and Informational Texts

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Grade Level: 11th

Source: 2012–2013 Instructional Resources Project

Unit Overview:

In Bloom’s Taxonomy, analysis is the top third level and determines whether the student can “appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test” information. Analysis is a required skill in a variety of careers found in the Arts and Humanities, Business and Marketing, Health Science Education, and Human Services Clusters. With these things in mind, this unit has been designed to focus on analysis by teaching the students about analyzing themes and how to identify them in literary and informational texts. As the year progresses and the various time periods are studied, this unit will be used to teach thematic analysis using a variety of techniques including both individual and group work and technology. The lessons may be modified by interchanging the literary and informational selections with other selections that a teacher might prefer to teach. There are also several lessons (Lesson 11, 12, & 13) on citing sources, avoiding plagiarism in paraphrasing information, and recognizing reliable sources that can be used as pullout lessons. All other lessons build on one another and should be used in the order in which they are numbered. By the end of the year, the students will be able to demonstrate the skills learned by successfully complete a Thematic Analysis Research Essay. The Big Idea is the students ability to analyze a variety of texts and identify the archetypal themes that influenced the writers in the eighteenth-, nineteenth- and early-twentieth-centuries.

Unit Introduction/Entry Event:

In Lesson 1, the students will use a quick write to determine their knowledge of theme. The teacher will write the following prompt on the board: “Think about your favorite movie. What was its overall message/idea?” The students will be asked to share their thoughts, and the teacher will explain that they have just identified a theme. This activity will allow the students to make connections and gain an understanding that themes are found in a variety of places. These connections will become more evident as the students work through the unit as it is covered throughout the school year.

WV CCRS:

Objectives Directly Taught or Learned Through Inquiry/Discovery	Evidence of Student Mastery of Content
ELA.11.2 determine two or more themes or central ideas of a literary text 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.	The teacher will have discussed a variety of themes in numerous literary texts throughout the year and in the lessons used from this unit. The students will show their mastery of theme analysis at the end of the unit by successfully writing a Thematic Analysis Research Essay.
ELA.11.5 determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they	The teacher will have discussed a variety of themes in numerous informational texts throughout the year and in the lessons used from this unit. The students will show their mastery of theme analysis

<p>interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>at the end of the unit by successfully writing a Thematic Analysis Research Essay.</p>
<p>ELA.11.12 determine an author's point of view or purpose in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>The students will show their mastery of this CSO through successful group and individual assignments. The teacher will have also discussed a variety of themes in numerous informational texts throughout the year and in the lessons used from this unit. Evidence of their mastery will also be shown at the end of the unit by successfully writing a Thematic Analysis Research Essay.</p>
<p>ELA.11.14 demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more literary texts from the same period treat similar themes or topics.</p>	<p>The students will show their mastery of this CSO through successful group and individual assignments. The teacher will have also discussed a variety of themes in numerous literary texts throughout the year and in the lessons used from this unit. The students will show their mastery of theme analysis after engaging in a number of activities that revolve around locating themes in a variety of literary works. The master will be fully evident in successfully writing a Thematic Analysis Research Essay at the end of the year/unit.</p>
<p>ELA.11.21 write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection organization and analysis of content.</p> <ul style="list-style-type: none"> • introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. • develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. • use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. • use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage 	<p>The students will show their mastery of theme analysis at the end of the unit as they work through the step-by-step process and successfully write a well-developed, cohesive Thematic Analysis Research Essay.</p>

<p>the complexity of the topic.</p> <ul style="list-style-type: none"> • establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	
<p>ELA.11.24 develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (Editing for conventions should demonstrate command of all Language objectives up to and including grade 11).</p>	<p>The students will show their mastery of theme analysis throughout the unit as they engage in a variety of activities and at the end of the unit by successfully writing a Thematic Analysis Research Essay.</p>
<p>ELA.11.27 gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>The students will show their mastery of this CSO after several lessons regarding research, citing sources and avoiding plagiarism have been covered. The Thematic Analysis Research Essay found at the end of the unit will allow for a greater assessment of mastery.</p>
<p>ELA.11.30 initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> • come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • 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; clarify, verify or challenge ideas and 	<p>There are numerous activities that the students will have successfully completed to prove mastery of this CSO. These activities include but are not limited to: daily Bell Ringers requiring whole-class responses, participation in a Virtual Field Trip, group activities, think-pair-share activities, and teacher-led activities.</p>

<p>conclusions; and promote divergent and creative perspectives.</p> <ul style="list-style-type: none"> • 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. 	
<p>ELA.11.33 present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.</p>	<p>There are numerous activities that the students will have successfully completed to prove mastery of this CSO. These activities include but are not limited to: daily Bell Ringers, participation in a Virtual Field Trip, reporting out in group activities, think-pair-share, and teacher-led activities.</p>
<p>ELA.11.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> •apply the understanding that usage is a matter of convention, can change over time and is sometimes contested. •resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. 	<p>There are numerous activities that the students are required to complete to ensure mastery of this CSO. They will have delivered formal and informal oral and written presentations from individual and group work throughout the unit.</p>

Performance Objectives:

Know:

- How to analyze themes/ideas in literary texts of the eighteenth-, nineteenth- and early-twentieth-centuries
- How to analyze themes/ideas in informational texts
- How to analyze author’s point of view and rhetoric
- How to cite sources

Do:

- Write informative/explanatory texts
- Develop and strengthen writing
- Gather relevant information from multiple authoritative print and digital sources
- Participate in collaborative discussions
- Present information in informal and formal presentations
- Demonstrate grammar and usage in writing or speaking
- Avoid plagiarism

Focus/Driving Question:

How did the writers of the eighteenth-, nineteenth- and early-twentieth-centuries incorporate societal themes in their literary and informational works?

Vocabulary:

The students will learn a variety of vocabulary words including: Plagiarism, common knowledge, originality, own work, author, borrowing, credibility, research, ethical, Rhetoric, point of view, purpose, Theme, analysis, compare & contrast, citations, inhumanity, desensitized, domination, and rebellion, syntax, peer editing, revision. This will be done primarily as Bell Ringer Activities using **Knowledge Rating Scales, Graphic Organizers Spiders, and Own the Word** Graphic Organizers.

Assessment Plan:

A variety of assessments, formal and informal, are used in this unit. Some assessments are in the form of classroom activities including worksheets, notes, while others will be assessed using [Collaboration.RubricWVDE](#), [Thinking and Reasoning Skills WVDE](#), [West Virginia Writing Rubric - Grade 11](#).

Major Products: (Group) or (Individual)

There will be two major products in this unit. Lessons 7 & 8 involve a group project that requires active participation from each member. The groups will also present their findings to the class and the audience will critique their presentation in the form of a **3-2-1** Exit Slip. Lessons 13, 14, & 15 involve an individual student's Thematic Analysis Research Essay. The group project is one step of the process where the students explore various themes using literary and informational texts which a vital aspect to the culminating essay activity. The essay will be assessed using the **West Virginia Writing Rubric- Grade 11**.

Assessment and Reflection:

Rubric(s) I will use: (Check all that apply.)	Collaboration Collaboration.Rubric WVDE	x	Written Communication <input type="checkbox"/> Argumentative/Opinion <input checked="" type="checkbox"/> Informational <input type="checkbox"/> Narrative West Virginia Writing Rubric- Grade 11 Notes on OWL Purdue Quick Write	x
	Critical Thinking & Problem Solving Analysis of Informational Texts-POV Thinking and	x	Content Knowledge Blank Knowledge Rating Scale	x

	Reasoning Skills WVDE			
	Oral Communication Speaking and Listening Collaboration.Rubric WVDE	x	Other Collaboration.RubricWVDE	x
Other classroom assessments for learning: (Check all that apply)	Quizzes/ tests		Practice presentations	
	Self-evaluation 3-2-1 Exit Slips VFT Viewing Questions	x	Notes Notes on OWL Purdue	x
	Peer evaluation 3-2-1 Peer Revision Handout	x	Checklists/observations VFT Viewing Questions	x
	Online tests and exams		Concept maps Brainstorming Web Graphic Organizer GraphicOrganizersSpider Herringbone	x
Reflections: (Check all that apply)	Survey Computer Use Survey (Sample) Plagiarism Attitude Scale	x	Focus Group	
	Discussion Collaboration.Rubric WVDE Herringbone	x	Task Management Chart	
	Journal Writing/ Learning Log Quick Write	x	Other	

Reflection:

As the students are engaged in each lesson, they will have been provided with worksheets which will guide them through the process. They will also be given a rubric, where applicable, in order to ensure that the expectations have been met. In most of the lessons, the students will complete an Exit Slip such as a [3-2-1](#) on which they will explain what they learned, what went well, and what they still need to know. In some lessons, the students will also engage in Think-Pair-Share activities.

The teacher will use the [Exit Slips](#) and Think-Pair-Share activities to review, revise, or further instruct on the aspects of each lesson. The teacher will use the students' assessments to review, revise, or further instruct on the unit upon its completion before utilizing it in the next school year.

Materials/Websites:

Original location of resource -

http://wveis.k12.wv.us/Teach21/public/ng_unit_plans/LP/LPview.cfm?page=1&tsele1=1&tsele2=12&upidU=450&UPid=466

Teacher laptop and projector

Student computers

[Themes in Literature](#) PowerPoint

Highlighters

American Rhetoric Online Speech Bank- Choctaw Chief Pushmataha

<http://www.americanrhetoric.com/speeches/nativeamericans/chiefpushmataha.htm>

ELMO or document camera

white/chalk board

Chart Paper

Markers

[K-W--L-S](#) Chart

[Exit Slips](#)

Puritanism-informational texts <http://www.history.com/topics/puritanism>

Puritanism-informational texts <http://xroads.virginia.edu/~cap/puritan/purhist.html>

Complete text of "The Minister's Black Veil" <http://www.eldritchpress.org/nh/mbv.html>

Venn diagram <http://www.readwritethink.org/files/resources/interactives/venn/>

Rubric <http://wvde.state.wv.us/teach21/documents/Collaboration.RubricWVDE.doc>

[Blank Knowledge Rating Scale](#) video <http://www.biography.com/people/frederick-douglass-9278324>

Frederick Douglass' "The Hypocrisy of American Slavery"

<http://www.historyplace.com/speeches/douglass.htm>

[Analysis of Informational Text-POV](#) worksheet

[Thinking and Reasoning SkillsWVDE](#) Rubric

Graphic Organizer Spider <http://wvde.state.wv.us/osp/GraphicOrganizersSpider.pdf>

WVDE Brainstorming Web Graphic Organizer

http://wvde.state.wv.us/strategybank/documents/BrainstormingWebGraphicOrganizer_000.doc

Internet/computers for Virtual Field Trips, Prezi, powerpoint, etc...

[K-W--L-S](#) for the technology specialist if needed

Online--Virtual Field Trip - <http://prezi.com/qwtdqlok1gnm/f-scott-fitzgerald-and-the-great-gatsby/>

Student example <http://prezi.com/ebgnay8pnfe/student-example>

Print version, which can be done on the Prezi.com website is also recommended in case the internet is not available

[VFT Viewing Questions](#) Text of "The Devil and Tom Walker"

http://classclit.about.com/od/devilandtomwalker/a/aa_deviltomwalker.htm

Text of "The Minister's Black Veil" <http://www.eldritchpress.org/nh/mbv.html>

Common Themes in Romanticism <http://www.articlemyriad.com/common-themes-romanticism-enlightenment-renaissance/>

American Romanticism Overview

<http://www.westga.edu/~mmcfar/AMERICAN%20ROMANTICISM%20overview.htm>

[Blank Knowledge Rating Scale](#)

[Herringbone](#) graphic organizer

For the teacher—[Herringbone with notes to alter](#)

[K-W--L-S](#) Chart

[Exit Slips](#) [Collaboration.Rubric WVDE](#)

[WV Writing Rubric- Grade 11](#) Plagiarism Attitude Scale found on

<http://owl.english.purdue.edu/owl/owlprint/929/>

Plagiarism & You handout http://www.libraries.psu.edu/psul/ils/students/using_information.html

[3-2-1](#) Exit Slip

Think-Pair-Share Activity <http://wvde.state.wv.us/strategybank/Think-Pair-Share.html>
Instruction on "Quoting, Paraphrasing, Summarizing" <http://owl.english.purdue.edu/owl/resource/563/1/>
OWL Purdue Online Writing Lab <http://owl.english.purdue.edu/owl/resource/553/1/>
African American Poems (for example) Langston Hughes "Cultural Exchange"
<http://www.poemhunter.com/poem/cultural-exchange/> and/or Maya Angelou "Still I Rise"
<http://www.poemhunter.com/poem/still-i-rise/>
A Raisin in the Sun <http://dl.dropbox.com/u/2659783/A%20Raisin%20in%20the%20Sun.pdf>
Harlem Renaissance informational texts:
<http://www.britannica.com/EBchecked/topic/255397/Harlem-Renaissance>
<http://www.biography.com/tv/classroom/harlem-renaissance>
Writing Process resources <http://owl.english.purdue.edu/owl/section/1/1/>

Websites:

American Rhetoric Online Speech Bank- Choctaw Chief Pushmataha
<http://www.americanrhetoric.com/speeches/nativeamericans/choctawpushmataha.htm>
WVDE Quick Write <http://wvde.state.wv.us/strategybank/QuickWrites.html>
History.com <http://www.history.com/topics/puritanism>
Informational text <http://xroads.virginia.edu/~cap/puritan/purhist.html>
Adobe document of *The Crucible* <http://my.ccsd.net/userdocs/documents/V3NQkr3iHqkSf32K.pdf>
Eldritch Press.org *The Scarlet Letter* <http://www.eldritchpress.org/nh/sl.html>
Eldritch Press.org "The Minister's Black Veil" <http://www.eldritchpress.org/nh/mbv.html>
Bio. True Story-- Frederick Douglass video <http://www.biography.com/people/frederick-douglass-9278324>
The History Place—Frederick Douglass' Speech <http://www.historyplace.com/speeches/douglass.htm>
WVDE <http://wvde.state.wv.us/strategybank/Brainstorming.html>
The Literature Network -"An Episode of War" <http://www.online-literature.com/crane/2548/>
Fullbooks.com "An Occurrence at Owl Creek Bridge" <http://www.fullbooks.com/An-Occurrence-At-Owl-Creek-Bridge.html>
University of Notre Dame Rare Books and Special Collections -Various Journals/Diaries
http://www.rarebooks.nd.edu/digital/civil_war/diaries_journals/index.shtml
Indiana Magazine of History-Variou Letters
http://www.indiana.edu/~imaghist/online_content/vcsfrmpst/voices_cvlwr/index.html
Prezi.com F. Scott Fitzgerald Virtual Field Trip - <http://prezi.com/qwtdqlok1gnm/f-scott-fitzgerald-and-the-great-gatsby/>
Prezi - <http://prezi.com/>

Own the Word Graphic Organizer -

<http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>
K-W--L-S Chart <http://wvde.state.wv.us/strategybank/KWLCharts.html>
Text of *The Great Gatsby* <http://www.mrbye.com/The%20Great%20Gatsby--text.htm>
Text of "Winter Dreams" <http://www.sc.edu/fitzgerald/winterd/winter.html>
Informational test links are found on the VFT -
http://www.ovtg.de/3_arbeit/englisch/gatsby/dream.html

Lone Star College – Kingwood American Cultural History 1920 -1929

<http://kclibrary.lonestar.edu/decade20.html>

Location of graphic organizer -- <http://www.teachervision.fen.com/tv/printables/Herringbone.pdf>

Vocabulary Development -- <http://wvde.state.wv.us/strategybank/KnowledgeRatingScale.html>

Activating prior knowledge -- <http://wvde.state.wv.us/strategybank/KWLCharts.html>

Exit slip -- <http://wvde.state.wv.us/teach21/ExitAdmitSlips.html>

Collaboration.Rubric WVDE

About.com Classic Literature- "The Devil and Tom Walker"

http://classiclit.about.com/od/devilandtomwalker/a/aa_deviltomwalker.htm

Common Themes in Romanticism <http://www.articlemyriad.com/common-themes-romanticism-enlightenment-renaissance/>

American Romanticism Overview

<http://www.westga.edu/~mcmfar/AMERICAN%20ROMANTICISM%20overview.htm>

Teach 21 WV Writing Rubric Grade 11 [WV Writing Rubric- Grade 11](#)
OWL Purdue.edu <http://owl.english.purdue.edu/owl/owlprint/929/>
Penn State University Libraries http://www.libraries.psu.edu/psul/lls/students/using_information.html
OWL Purdue.org <http://owl.english.purdue.edu/owl/resource/563/1/>
OWL Purdue.org <http://owl.english.purdue.edu/exercises/28/12/33/>
OWL Purdue Online Writing Lab <http://owl.english.purdue.edu/owl/resource/553/1/>
Langston Hughes "Cultural Exchange" <http://www.poemhunter.com/poem/cultural-exchange/>
Maya Angelou "Still I Rise" <http://www.poemhunter.com/poem/still-i-rise/>
A Raisin in the Sun <http://dl.dropbox.com/u/2659783/A%20Raisin%20in%20the%20Sun.pdf>
Harlem Renaissance informational texts:
Brittanica.com <http://www.britannica.com/EBchecked/topic/255397/Harlem-Renaissance>
Biography.com <http://www.biography.com/tv/classroom/harlem-renaissance>
Peer revision <http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html?tab=3#tabs>
Odu.edu http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm (in Unit Introduction)
Original location of Unit -
http://wveis.k12.wv.us/Teach21/public/ng_unit_plans/UPview.cfm?action=V&tsele1=1&tsele2=12&upid=450

Career Connection:

The skills being developed in this unit relate to the *Arts and Humanities Cluster*. The students will engage in activities which meet the criteria necessary for careers in journalism, technical writing, and performing arts as well as other careers that require research, analysis, and writing and editing documents. Many of the lessons also require the students to speak in large and small group activities which would also prove beneficial.

The skills being developed in this unit relate to the *Business and Marketing Cluster*. The students will engage in activities which meet the criteria necessary for such careers as managers, analysts, and secretaries as they involve research, analysis, and writing and editing documents. Many of the lessons also require the students to speak in large and small group activities which would also prove beneficial in careers found in this cluster.

The skills being developed in this unit relate to the *Health Science Education Cluster*. The students will engage in activities which meet the criteria necessary for such careers as physicians, nurses, and medical transcriptionists as they require skills involving research, analysis, and writing and editing documents. Many of the lessons also require the students to speak in large and small group activities which would also prove beneficial when interacting with the public.

The skills being developed in this unit relate to the *Human Services Cluster*. The students will engage in activities which meet the criteria necessary for such careers as teachers, social workers, counselors, and police officers as they require skills involving research, analysis, and writing and editing documents. Many of the lessons also require the students to speak in large and small group activities which would also prove beneficial when interacting with the public.

Lesson Plan - Lesson 1: Archetypal Themes in Literary and Informational Texts

Is Number 1 of 10

In Unit Plan - Thematic Analysis in Literary and Informational Texts

Lesson 1: Archetypal Themes in Literary and Informational Texts

Author: Paula Dempsey

Grade 11

The duration of the lesson is two 45 minute class or one 90 minute period.

Driving Question:

What societal themes drive literary and informational texts?

Lesson Overview:

Life's lessons are taught in many ways, and students are usually not aware that the lessons are there. They learn through their music, movies, TV shows, and stories that they read. Similar life lessons or societal themes occur in almost every culture. In this lesson and throughout the entire unit, the students will learn about these themes and how to identify them in both literary and informational texts.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will use a quick write to determine the students' knowledge of theme. The teacher will write the following prompt on the board: "Think about your favorite movie. What was its overall message/idea?" Ask the students to share their thoughts then explain that they have just identified a theme.

Anchor Text and Questions for Close Reading:

[Themes in Literature](#) PowerPoint

Informational text Choctaw Chief Pushmataha's

speech <http://www.americanrhetoric.com/speeches/nativeamericans/chiefpushmataha.htm>

Myth-Literary work [How the Duck](#)

Vocabulary Development:

theme
analysis

Research has shown that the least effective strategy for teaching vocabulary is having students look up words and write the definitions. For quality, research-based strategies for teaching content vocabulary, see the Teach 21 Strategy Bank at <http://wvde.state.wv.us/strategybank/vocabulary.html>.

Manage the Lesson:

Step 1: The teacher will use a quick write to determine the students' knowledge of theme. The teacher will write the following prompt on the board: "Think about your favorite movie. What was its overall message/idea?" Ask the students to share their thoughts then explain that they have just identified a theme.

Step 2: The students will take notes from the [Themes in Literature](#) PowerPoint that the teacher will project.

Step 3: After the completion of the PowerPoint, the teacher will then hand out a copy of Choctaw Chief Pushmataha's speech <http://www.americanrhetoric.com/speeches/nativeamericans/chiefpushmataha.htm>

Step 4: In a Think-Pair-Share activity, have the students read the speech and then use their notes to identify and note the theme(s) and highlight. The teacher will rotate around the room to check student progress.

Step 5: Bring the class together and discuss the findings.

Step 6: The teacher will then hand out a copy of the myth [How the Duck](#) and repeat the activity from steps 4 & 5.

Step 7: The teacher will use the second [Think-Pair-Share Activity](#) to close the lesson.

Active Literacy:

The students will apply the information gleaned from the notes and apply them to an informational text (the speech) and the literary text (the myth). They will then share their findings. The teacher will present the notes and monitor the students during the **Think-Pair-Share Activity**.

Post Literacy:

The teacher will bring the lesson to a close by having the students add and highlight any information that they might have missed in their **Think-Pair-Share Activity**. It is also advised that the teacher have the students create a writing portfolio in which to store the activities from this unit as they build on one another.

Product/Performance:

The completion of the notes and the **Think-Pair-Share Activity** will be used to determine the students' grasp of theme.

Reflection:

The students should consider how themes are found in more places than just literary texts. The teacher should consider the extent to which the themes might need further explanation than what is on each slide of the **Themes in Literature** PowerPoint. Perhaps examples from music or movies might help the students to connect to the information.

Materials & Resources:

Teacher laptop and projector

[Themes in Literature](#) PowerPoint

Highlighters

American Rhetoric Online Speech Bank- Choctaw Chief

Pushmataha <http://www.americanrhetoric.com/speeches/nativeamericans/chiefpushmataha.htm>

[How the Duck](#)

Lesson Plan - Lessons 2 & 3: Thematic Analysis in Puritanical Literary and Informational Texts
Is Number 2 Of 10
In Unit Plan - Thematic Analysis in Literary and Informational Texts

Lessons 2 & 3: Thematic Analysis in Puritanical Literary and Informational Texts

Author: Paula Dempsey

Grade 11

The duration of the lesson is four class periods at 45 minutes or two at 90 minutes depending upon class size.

Driving Question:

Can fiction contain facts? How do fiction and nonfictional texts reveal man's inhumanity?

Lesson Overview:

After the students have read excerpts from or the entire literary texts of *The Crucible* OR *The Scarlet Letter* AND "The Minister's Black Veil", the students will prepare to write a research essay analyzing their choice of 2 or more of the following themes: Slavery, "absolute power," domination over others, or possessiveness, man's inhumanity to his fellow man, and/or alienation and isolation
This lesson will involve both individual and group work.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will review the three themes found in both literary and informational texts that were discussed when the play/short story was taught using **K-W--L-S** Charts.

Anchor Text and Questions for Close Reading:

Puritanism-informational

texts. <http://www.history.com/topics/puritanism> and <http://xroads.virginia.edu/~cap/puritan/purhist.html>

Complete text of *The Crucible*

Complete text of *The Scarlet Letter*

Complete text of "The Minister's Black Veil" <http://www.eldritchpress.org/nh/mbv.html>

Vocabulary Development:

Theme, analysis, compare & contrast. Using a **K-W--L-S** Chart, the students will explore each term. The teacher will use the areas of weakness to determine activities to teach/re-teach the concepts.

Manage the Lesson:

(two 45 minute classes or one 90 minute class for Steps 1, 2, 3)

Step 1. As a Bell Ringer, the teacher will review a basic connection between the themes found in non-fiction selections of the Puritan time period using the **K-W--L-S** Chart.

Step 2. Group Activity-The teacher will assign a review of the themes (Slavery, "absolute power," domination over others, or possessiveness; Man's inhumanity to his fellow man; Alienation and isolation) using a Venn Diagram.

**Suggestions for topic grouping are:

- **Group 1-** Slavery, "absolute power," domination over others, or possessiveness in *The Crucible* OR *The Scarlet Letter* AND one of the informational texts

from <http://www.history.com/topics/puritanism> or <http://xroads.virginia.edu/~cap/puritan/purhist.html>.

- **Group 2-** Man's inhumanity to his fellow man in *The Crucible* or *The Scarlet* AND one of the informational texts
from <http://www.history.com/topics/puritanism> or <http://xroads.virginia.edu/~cap/puritan/purhist.html>.
- **Group 3-** Alienation and isolation in *The Crucible* or *The Scarlet* AND one of the informational texts.
- **Group 4-** Slavery, "absolute power," domination over others, or possessiveness in *The Crucible* or *The Scarlet Letter* AND one of the informational texts
from <http://www.history.com/topics/puritanism> or <http://xroads.virginia.edu/~cap/puritan/purhist.html>.
- **Group 5-** Man's inhumanity to his fellow man in *The Crucible* or *The Scarlet Letter* AND one of the informational texts
from <http://www.history.com/topics/puritanism> or <http://xroads.virginia.edu/~cap/puritan/purhist.html>.
- **Group 6-** Alienation and isolation in *The Crucible* or *The Scarlet Letter* AND one of the informational texts.
- **Group 7-** Slavery, "absolute power," domination over others, or possessiveness in "The Minister's Black Veil" AND one of the informational texts
from <http://www.history.com/topics/puritanism> or <http://xroads.virginia.edu/~cap/puritan/purhist.html>.
- **Group 8-** Man's inhumanity to his fellow man in "The Minister's Black Veil" AND one of the informational texts
from <http://www.history.com/topics/puritanism> or <http://xroads.virginia.edu/~cap/puritan/purhist.html>.
- **Group 9-** Alienation and isolation in "The Minister's Black Veil" AND one of the informational texts
from <http://www.history.com/topics/puritanism> or <http://xroads.virginia.edu/~cap/puritan/purhist.html>.

**Grouping-3 to 5 students—arrange groups with a mix of strong and struggling students

Step 3. Each student will take on a specific assigned task in order to complete the Venn diagram from ReadWriteThink.org. Roles might include: leader/editor, recorder, checker, and spokesperson.

(two 45 minute classes or one 90 minute class for Steps 4,5)

Step 4. The students will briefly review their information from the prior day, and then present their Venn Diagram to the class.

Step 5. The class will complete [Exit Slips](#) which will contain feedback for each group who presents each day.

Active Literacy:

**Group Activity- Each student will take on a specific assigned task in order to complete the Venn Diagram. Roles might include: leader/editor, recorder, checker, spokesperson. The teacher will closely monitor the group activity to ensure that all members are participating and that the Venn Diagram is being accurately completed.

Post Literacy:

The teacher may bring the lesson to a close using [Exit Slips](#) for each of the two days of the presentations. The students would provide feedback on each group's [Venn Diagram](#).

Product/Performance:

The students will report out as a group sharing the information on their Venn Diagrams. They may use an ELMO, chalk/white board, SMARTBoard, or chart paper to display/present their Venn Diagrams

depending upon teacher resources. They will be assessed on their group work using the rubric <http://wvde.state.wv.us/teach21/documents/Collaboration.RubricWVDE.doc>.

Reflection:

The students should reflect upon their understanding of theme analysis in fiction and non-fiction selections. The teacher should consider if enough focus was placed upon literary themes when teaching literary selections. The teacher should consider modifications that needed to be made to meet the differentiated learning styles of the students.

Materials & Resources:

ELMO, white/chalk board, chart Paper

K-W--L-S Chart -- <http://wvde.state.wv.us/strategybank/KWLCharts.html>

Exit Slips -- <http://wvde.state.wv.us/teach21/ExitAdmitSlips.html>

Lesson Texts- Puritanism-informational

texts. <http://www.history.com/topics/puritanism> and <http://xroads.virginia.edu/~cap/puritan/purhist.html>

Complete text of "The Minister's Black Veil" <http://www.eldritchpress.org/nh/mbv.html>

Venn diagram <http://www.readwritethink.org/files/resources/interactives/venn/>

Rubric <http://wvde.state.wv.us/teach21/documents/Collaboration.RubricWVDE.doc>

Lesson Plan - Lesson 4: Recognizing Point of View in Informational Text
Is Number 3 Of 10

In Unit Plan - Thematic Analysis in Literary and Informational Texts

Lesson 4: Recognizing Point of View in Informational Text

Author: Paula Dempsey

Grade11

The duration of the lesson is two 45 minute or one 90 minute class period.

Driving Question:

How did slaves feel about slavery?

Lesson Overview:

The students will learn how to identify an author's point of view in informational text using a speech by Frederick Douglass. This lesson may also serve as a multicultural lesson.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will use a video to introduce Frederick Douglass' biographical information.

Anchor Text and Questions for Close Reading:

Frederick Douglass' "The Hypocrisy of American Slavery"

<http://www.historyplace.com/speeches/douglass.htm>

Vocabulary Development:

rhetoric

point of view

purpose

Use a [Blank Knowledge Rating Scale](#) to have students assess their knowledge of these words.

Manage the Lesson:

Step 1. Bell Ringer- Vocabulary activity. Using a [Blank Knowledge Rating Scale](#) the teacher will have the students explore the vocabulary, and then discuss as a class to arrive at a working definition.

Step 2. The teacher will introduce Frederick Douglass through the use of a video <http://www.biography.com/people/frederick-douglass-9278324>

Step 3. The teacher will hand out a copy of Frederick Douglass' "The Hypocrisy of American Slavery" <http://www.historyplace.com/speeches/douglass.htm> . Be sure to leave out the introduction as it states his purpose.

Step 4. The teacher will instruct the students to read the speech and then identify and highlight the rhetoric that conveys Douglass' point of view and purpose.

Step 5. The students will then transfer the highlighted information to the [Analysis of Informational Text-POV](#) worksheet.

Step 6. Teacher will monitor student progress assisting students as needed.

Step 7. The students will complete an [Exit Slip](#).

Active Literacy:

The students will read the speech and then identify and highlight the rhetoric that conveys Douglass' point of view and purpose. The students will then transfer the highlighted information to the [Analysis of Informational Text-POV](#) worksheet. The teacher will monitor student progress assisting students as needed.

Post Literacy:

The teacher will bring the lesson to a close by having the students complete an **Exit Slip**. This may be used to address questions during the next class period.

Product/Performance:

The students will be assessed based upon the highlighting activity and the completion of the **Analysis of Informational Text-POV** and **Reasoning SkillsWVDE** Rubric.

Reflection:

Following the lesson, the students will answer the focus question on their **Exit Slip**. The teacher should consider if more lessons on point of view and rhetoric are needed to ensure mastery of the CSO.

Materials & Resources:

[Blank Knowledge Rating Scale](#)

video <http://www.biography.com/people/frederick-douglass-9278324>

Frederick Douglass' "The Hypocrisy of American Slavery" <http://www.historyplace.com/speeches/douglass.htm>

[Analysis of Informational Text-POV](#) worksheet

[Thinking and Reasoning SkillsWVDE](#) Rubric

[Exit Slips](#)

Lesson Plan - Lessons 5 & 6: Group Analysis of Themes
Is Number 4 Of 10
In Unit Plan - Thematic Analysis in Literary and Informational Texts

Lessons 5 & 6: Group Analysis of Themes

Author: Paula Dempsey

Grade 11

The duration of the lesson is four 45 minute class periods or two 90 minute class period.

Driving Question:

What causes an individual to feel alienated, isolated or disillusioned?

Lesson Overview:

This lesson will occur after having read and discussed the themes of alienation, isolation, or impotence of modern man and disillusionment with life as found in “An Episode of War”, “An Occurrence at Owl Creek Bridge” and various Journals and letters from the Civil War (choices were teacher’s discretion). The students will participate in collaborative group discussions analyzing the author’s point of view and tone then present their findings to the class.

Teacher Facilitation of Student Acquisition of Background Knowledge:

As a Bell ringer activity, the teacher can either display the **Brainstorming Web Graphic Organizer** from their projector or draw it on the board, one for each theme (isolation, or impotence of modern man and disillusionment with life). The students will add details from the selections connected to the themes as a review.

Anchor Text and Questions for Close Reading:

“An Episode of War” <http://www.online-literature.com/crane/2548/>

“An Occurrence at Owl Creek Bridge” <http://www.fullbooks.com/An-Occurrence-At-Owl-Creek-Bridge.html>

Various Journals/Diaries http://www.rarebooks.nd.edu/digital/civil_war/diaries_journals/index.shtml

Various Letters http://www.indiana.edu/~imaghist/online_content/vcsfrmpst/voices_cvlwr/index.html (click on the “article” link to view the letter contents)

Vocabulary Development:

The students will need to have a deeper understanding of an author’s point of view and word choice. This will be achieved through the use of the **Graphic Organizers Spider** completed by each group. The aspects will consist of author’s point of view and word choice.

Manage the Lesson:

Step 1- Bell ringer-theme activity using [Brainstorming Web Graphic Organizer](#)

Step 2- (This will be day 1 & 2 for 45 minute class periods) Divide the class into groups of no more than four students.

**Suggestions for topic grouping are:

--Three/four groups will receive different excerpts from “An Episode of War” and one different journal/letter
--Three/four groups will receive different excerpts from “An Occurrence at Owl Creek Bridge” and one different journal/letter

**Grouping-3 to 5 students—arrange groups with a mix of strong and struggling students

Step 3- The teacher will hand out and explain the [Collaboration.Rubric WVDE](#). The teacher will then explain the activity referring to the use of the [Graphic Organizers Spider](#) to the class then monitor each group to ensure that the students understand the task and that all students are participating.

--Day 3 & 4 for 45 minute class--

Step 4- Bell Ringer-theme activity using [Brainstorming Web Graphic Organizer](#)

Step 5- (Day two for 45 minute classes)The teacher will provide each group with an [Exit Slips](#) to assess their understanding of each group’s findings. Each group will report its findings to the class. The group will display and discuss their [Graphic Organizers Spider](#). As each group presents, the other students will write one aspect they learned on their [Exit Slips](#).

*Step 6-*The teacher will take up the [Exit Slips](#) as students leave the class.

Active Literacy:

The students will decide their individual roles within the group then work together to complete a **Graphic Organizers Spider**. They will then present their findings to the remainder of the class. The teacher will explain the process then monitor the group work to ensure that all students understand the assignment and participate in the group activity. The students will also clarify any misinformation shared from each group.

Post Literacy:

As the students deliver their findings, the teacher will provide support for and/or clarify information as needed. The students will complete **Exit Slips** stating one aspect they learned. These can be used by the teacher as a review the following class period.

Product/Performance:

The students will produce a **Graphic Organizers Spider** that explains their findings on the texts assigned to their group. They will be graded on their **Graphic Organizers Spider** and their participation within the group. The **Collaboration.Rubric WVDE** will be used to grade the group work.

Reflection:

The students will complete **Exit Slips** where they express what they learned and ask any questions that the teacher may address in the next class period or to revise the lesson.

Materials & Resources:

Chart paper- the students will reproduce the [Graphic Organizers Spider](#) on their chart paper.

Graphic Organizer Spider <http://wvde.state.wv.us/osp/GraphicOrganizersSpider.pdf>

WVDE Brainstorming Web Graphic

Organizer http://wvde.state.wv.us/strategybank/documents/BrainstormingWebGraphicOrganizer_000.doc

[Exit Slips](#)

Lesson Plan - Lessons 7 & 8: Oral Presentation of Thematic Analysis Using Research
Is Number 5 Of 10
In Unit Plan - Thematic Analysis in Literary and Informational Texts

Lessons 7 & 8: Oral Presentation of Thematic Analysis Using Research

Author: Paula Dempsey
Grade 11

The duration of the lesson is four 45 minute class periods or two 90 minute class periods.

Driving Question:

Is the American Dream attainable?

Lesson Overview:

This lesson is designed to be used AFTER the students have read the full text of or excerpts from *The Great Gatsby* AND the short story “Winter Dreams” with themes of Illusion vs. Reality--the individualist in revolt against social conformity, or in conflict with the rules of society--the search for moral structure, purpose, hope, truth, or a personal dream--the past as a loss, a value, an obsession, or an escape found in the selections as a primary focus. It is also recommended that the teacher use **Lesson 11 PMD Citing Sources and Avoiding Plagiarism** as a pullout lesson. The teacher will take the students on a Virtual Field Trip (VFT) as an introduction to researching print and digital sources to create a thematic analysis oral presentation. The VFT is a wonderful interactive tool that will allow the students to discover and explore a topic without leaving the classroom. The students acquire a deeper understanding of the information provided on a VFT. Once the students see the VFT modeled, they should be able to successfully create their own VFT for an oral presentation assessment.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The students will need to know the proper way cite sources to avoid plagiarism. This may be done by using **Lesson 11 PMD Citing Sources and Avoiding Plagiarism** as a pullout lesson. The teacher should schedule the technology specialist to teach a variety of technological formats that the students can use prior to or immediately after teaching this lesson. Tip sheets would be great tools for the students to use while working on their project. A **K-W-L-S** Chart would assist the technology specialist in knowing what formats to focus on during their presentation.

Anchor Text and Questions for Close Reading:

Titles of literary and informational text that will be used in this lesson:

Excerpts from or the entire text of *The Great Gatsby*

Text of “Winter Dreams” by F. Scott Fitzgerald

Informational text links are found on the VFT - http://www.ovtg.de/3_arbeit/englisch/gatsby/dream.html

<http://kclibrary.lonestar.edu/decade20.html>

Vocabulary Development:

Vocabulary for the lesson should include: *citations, plagiarism* using **Own the Word** Graphic Organizer.

Manage the Lesson:

Step 1. As a Bell Ringer, the teacher will hand out the [Own the Word](#) Graphic Organizer for the vocabulary for each student to complete and discuss.

Step 2. The teacher will hand out the [VFT Viewing Questions](#) and explain that the students are to complete this during and after the VFT is shown.

Step 3. The teacher may introduce the VFT with the following script: “You are about to embark on a virtual journey where you will learn about the author F. Scott Fitzgerald, and his use of themes and symbols, and in *The Great Gatsby*, and I am excited to be your guide.

The teacher will project the VFT and act as a “Tour Guide” explaining that is may be one method they use to present their Oral Presentation of Thematic Analysis using Research. If time allows, also show the student example VFT.

Step 4. After they complete the VFT, the teacher will collect their [VFT Viewing Questions](#) and review them for the next lesson.

Step 5. The teacher will hand out a [K-W-L-S](#) as an exit slip that asks the students’ knowledge of PowerPoint, Prezi, etc...

Active Literacy:

The students will view the VFT and complete the **VFT Viewing Questions** during and after the VFT. The teacher may want to elicit the help of a reliable student to “click” through the VFT while the teacher monitors the students’ responses on the **VFT Viewing Questions** worksheet.

Post Literacy:

The teacher will hand out the **Presentation Rubric WVDE** of Thematic Analysis using Research for the students to read over in order to understand the expectations of the assignment. This will give them the opportunity to ask for clarifications in the next class period.

Product/Performance:

By completing the **VFT Viewing Questions**, the student will generate ideas for the end task. The teacher will use the questions to address questions and offer suggestions on the students’ project. End task-The students will create an Oral Presentation of Thematic Analysis using Research through the use of PowerPoint, Prezi, or other formats.

Reflection:

The students should think about the format they will use and the sites they might use for their final presentation. The teacher should think about limiting the format choices for the presentations to the types they are familiar with in order to better assist the students. They might also consider eliciting the assistance of the building technology specialist on the technology portion of the assignment.

Materials & Resources:

Unit--Internet/computers for Virtual Field Trips, Prezi, powerpoint, etc...

[K-W-L-S](#) for the technology specialist if needed

[Own the Word](#) graphic organizer

Textbook, teacher and student computers

Lesson texts- Online--

Virtual Field Trip - <http://prezi.com/qwtdglok1gnm/f-scott-fitzgerald-and-the-great-gatsby/>
Student example http://prezi.com/_ebqnay8pnfe/student-example

Print version, which can be done on the Prezi.com website is also recommended in case the internet is not available

Created document – [VFT Viewing Questions](#)

Lesson Plan - Lessons 9 & 10: Preparing for the End of Unit Assessment Essay
Is Number 6 of 10
In Unit Plan - Thematic Analysis in Literary and Informational Texts

Lessons 9 & 10: Preparing for the End of Unit Assessment Essay

Author: Paula Dempsey

Grade 11

The duration of the lesson is four 45 minute class periods or two 90 minute class periods.

Driving Question:

What causes an individual to become desensitized to the needs of his fellow man?

Lesson Overview:

Prior to this lesson, the students will have read “The Devil and Tom Walker”, “The Minister’s Black Veil” and informational texts containing common themes in Romanticism and overviews of American Romanticism. The teacher may also want to review **Lesson 1 PMD Archetypal Themes in Literary and Informational Texts** prior to this lesson. In this lesson, the students will identify quotes from each text to support the following themes: 1- Slavery, "absolute power," domination over others, or possessiveness, 2- Struggle with self, and 3- Rebellion in preparation for a thematic analysis research essay.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will need to have discussed the specified themes when the specified short stories were covered then use a **K-W-L-S** Chart to review the material.

Anchor Text and Questions for Close Reading:

“The Devil and Tom Walker” http://classclit.about.com/od/devilandtomwalker/a/aa_deviltomwalker.htm

“The Minister’s Black Veil” <http://www.eldritchpress.org/nh/mbv.html>

Common Themes in Romanticism <http://www.articlemyriad.com/common-themes-romanticism-enlightenment-renaissance/>

OR American Romanticism

Overview <http://www.westga.edu/~mmcfar/AMERICAN%20ROMANTICISM%20overview.htm>

Vocabulary Development:

Write the words *inhumanity*, *desensitized*, *domination*, and *rebellion* on the **Knowledge Rating Scale** graphic organizer for the students to complete.

Manage the Lesson:

Step 1. As a Bell Ringer, the teacher will hand out the **Knowledge Rating Scale** for the vocabulary for each student to complete and discuss.

Step 2. The teacher will review the specified short stories by making **K-W-L-S** Charts for each story on chart paper. Ask each student to fill in a section then discuss each chart with the class.

Step 3. The teacher will then assign the students to a predetermined group based upon a differentiation of strong and struggling students.

Step 4. Each group will be given a **Herringbone** graphic organizer. Suggested grouping:

**Each student will take on a specific assigned task. Roles might include: leader/editor, recorder, checker, spokesperson.

- Group 1- "The Devil and Tom Walker"- theme of Slavery, "absolute power," domination over others, or possessiveness,
- Group 2- "The Devil and Tom Walker"- theme of Struggle with self
- Group 3- "The Devil and Tom Walker"-theme of Rebellion
- Group 4- "The Minister's Black Veil"- theme of Slavery, "absolute power," domination over others, or possessiveness,
- Group 5- "The Minister's Black Veil"- - theme of Struggle with self
- Group 6- "The Minister's Black Veil"-theme of Rebellion
- Group 7- Informational Text (Common Themes in Romanticism or American Romanticism Overview) - 1- Slavery, "absolute power," domination over others, or possessiveness, 2- Struggle with self, and 3- Rebellion.

Step 5. Collect each group's [Herringbone](#) worksheet for scoring.

Active Literacy:

The students will be given directions to locate quotes from the assigned story/informational text that support the theme assigned. They will fill in the **Herringbone** chart. If they use the textbook, they will also note the page numbers where the quote was found. The teacher will monitor each group to ensure accuracy and proper documentation. This lesson may carry over to part of another class period if more time is needed.

Post Literacy:

The teacher will explain how the **Herringbone** graphic organizer will be instrumental in completing a thematic analysis research essay. The teacher may choose to adapt this graphic organizer using the **Herringbone with notes to alter**.

Product/Performance:

The Rubric that will be used for this lesson is the **Collaboration. Rubric WVDE** on Teach 21. The students will use the completed **Herringbone** graphic organizer to write a thematic analysis research essay that contains citations for the quotes used from the texts. The rubric for the essay will be the Teach 21 **WV Writing Rubric- Grade 11**.

Reflection:

The students will complete **Exit Slips** designed to gauge the level of understanding gained in the lesson. The teacher will use these passes to clarify and adjust the lesson as needed.

Materials & Resources:

Chart paper, markers

"The Devil and Tom Walker" http://classiclit.about.com/od/devilandtomwalker/a/aa_deviltomwalker.htm

"The Minister's Black Veil" <http://www.eldritchpress.org/nh/mbv.html>

Common Themes in Romanticism <http://www.articlemyriad.com/common-themes-romanticism-enlightenment-renaissance/>

OR American Romanticism

Overview <http://www.westga.edu/~mmcfar/AMERICAN%20ROMANTICISM%20overview.htm>

Knowledge Rating Scale

Herringbone graphic organizer

For the teacher—[Herringbone with notes to alter](#)

[K-W-L-S](#) Chart

[Exit Slips](#)

[Collaboration. Rubric WVDE](#)

[WV Writing Rubric- Grade 11](#)

Lesson Plan - Lesson 11: Citing Sources and Avoiding Plagiarism
Is Number 7 Of 10
In Unit Plan - Thematic Analysis in Literary and Informational Texts

Lesson 11: Citing Sources and Avoiding Plagiarism

Author: Paula Dempsey

Grade 11

The duration of the lesson is two 45 minute class periods or one 90 minute period.

Driving Question:

How do I give proper credit when researching a topic?

Lesson Overview:

The students will learn how to properly cite online sources when gathering research materials to support their thematic essays. This lesson is adapted from an OWL Purdue activity that will teach the students about and quiz their understanding of plagiarism. This activity will be instrumental to the students' success when writing their thematic research essays.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will administer, as a Bell Ringer, the Plagiarism Attitude Scale on <http://owl.english.purdue.edu/owl/owlprint/929/> which asks the students their opinions of plagiarism.

Anchor Text and Questions for Close Reading:

Plagiarism Attitude Scale <http://owl.english.purdue.edu/owl/owlprint/929/>

Vocabulary Development:

Plagiarism —Bell Ringer Activity in Step 1.

Manage the Lesson:

Step 1. Bell Ringer- The teacher will administer, as a Bell Ringer, the Plagiarism Attitude Scale found on <http://owl.english.purdue.edu/owl/owlprint/929/> to gauge the students' understanding of plagiarism. Have the students discuss the items as a class or in a Think-Pair-Share from WVDE <http://wvde.state.wv.us/strategybank/Think-Pair-Share.html>.

Step 2. The teacher will hand out the [Plagiarism and You](#) worksheet. As a class, ask students to volunteer reading the information aloud.

Step 3. As the students are reading the information, have them highlight the top two boxes "Plagiarism and Paraphrasing" to stress their importance.

Step 4. After reading over the information and examples, have the students individually answer the "You be the judge!" activity found at the end of the [Plagiarism and You](#) . The teacher will circulate around the room and provide assistance as needed.

Step 5. Have the students perform a Think-Pair-Share discussing their choices. The teacher will circulate around the room and listen to the various responses shared by the students.

Step 6. Have the students complete a [3-2-1](#) which will include their findings from the Think-Pair-Share activity.

Active Literacy:

The students will honestly answer the Plagiarism Attitude Scale and share their responses with a partner. They will then actively read and highlight the information on the **Plagiarism and You** worksheet. They will then share their answers in a Think-Pair-Share activity. The teacher will circulate around the room and listen to the various responses shared by the students.

Post Literacy:

The students should think about information they have used in the past and determine whether or not they were guilty of committing plagiarism. They should also keep this information in mind when using the internet for future research projects. The teacher will use the **3-2-1** Exit Slip responses to address the questions posed and use them to teach future lessons prior to assigning the thematic research essays.

Product/Performance:

The Plagiarism Attitude Scale and The **Plagiarism and You** responses will allow the teacher to determine if more lessons are needed to instruct students on ways to avoid committing plagiarism in their thematic research essays.

Reflection:

The students should think about information they have used in the past and determine whether or not they were guilty of committing plagiarism. They should also keep this information in mind when using the internet for future research projects. The teacher will use the **3-2-1** Exit Slip responses to address the questions posed and use them to teach future lessons prior to assigning the thematic research essays.

Materials & Resources:

Plagiarism Attitude Scale found on <http://owl.english.purdue.edu/owl/owlprint/929/>

Plagiarism & You handout http://www.libraries.psu.edu/psul/ils/students/using_information.html

Highlighters

3-2-1 Exit Slip

Lesson Plan - Lesson 12: Paraphrasing Sources and Avoiding Plagiarism
Is Number 8 Of 10
In Unit Plan - Thematic Analysis in Literary and Informational Texts

Lesson 12: Paraphrasing Sources and Avoiding Plagiarism

Author: Paula Dempsey

Grade 11

The duration of the lesson is two 45 minute class periods or one 90 minute period.

Driving Question:

How do I paraphrase information and avoid plagiarism when researching a topic?

Lesson Overview:

The teacher will instruct the students on how to properly paraphrase information from print/non-print sources when gathering research materials to support their thematic essays. This lesson is adapted from an OWL Purdue activity that will teach the students about and quiz their understanding of paraphrasing. This activity is adapted from several OWL Purdue activities and will be instrumental to the students' success when writing their thematic research essays.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will address the vocabulary words to gauge the students' awareness of paraphrasing and summarizing. This will be done as a Think-Pair-Share Activity.

Anchor Text and Questions for Close Reading:

"Quoting, Paraphrasing, Summarizing" from OWL

Purdue <http://owl.english.purdue.edu/owl/resource/563/1/>

Vocabulary Development:

Introduce the words/phrases *common knowledge*, *originality*, *own work*, *author*, and *borrowing* as a Bell Ringer Activity in Step 1.

Manage the Lesson:

Step 1. Bell Ringer- The teacher will project or write the vocabulary development words on the board. The students will engage in a Think-Pair-Share from <http://wvde.state.wv.us/strategybank/Think-Pair-Share.htm> activity to determine what each word/phrase means. Have the students share out their findings.

Step 2. The teacher will project or handout copies of "Quoting, Paraphrasing, Summarizing" from OWL Purdue <http://owl.english.purdue.edu/owl/resource/563/1/>. The students will read and highlight key pieces of information and use the handout to guide them through the activity in Step 3.

Step 3. The teacher will hand out the Paraphrasing Activity <http://owl.english.purdue.edu/exercises/28/12/33/>. The students will read and paraphrase each of the 5 passages or the teacher may limit the number depending on remaining class time.

Step 4. The teacher will monitor the students' progress and provide support as needed.

Step 5. The teacher will share the suggested answers as supplied by OWL Purdue and ask students to compare/contrast their findings.

Step 6. Have the students complete a [3-2-1](#) for the teacher to use for additional lessons as needed.

Active Literacy:

The students will actively read and highlight the information on the worksheet “Quoting, Paraphrasing, Summarizing” from OWL Purdue. They will then consider their responses as the teacher shares the suggested responses from OWL Purdue. The teacher will monitor the students’ progress and provide support as needed then share the suggested answers as supplied by OWL Purdue.

Post Literacy:

The teacher will bring the lesson to a close by providing the students with a **3-2-1** Exit Slip where students will pose any questions they still have.

Product/Performance:

The Paraphrasing Activity has suggested answers that may be used to assess the students’ knowledge. The students’ responses will allow the teacher to determine if more lessons are needed to instruct students on ways to paraphrase information while avoiding plagiarism in their thematic research essays.

Reflection:

The students should think about information they have used in the past and determine whether or not they were guilty of committing plagiarism. They should also keep this information in mind when using the internet for future research projects. The teacher will use the **3-2-1** Exit Slip responses to address the questions posed and use them to teach future lessons prior to assigning the thematic research essays.

Materials & Resources:

Think-Pair-Share Activity <http://wvde.state.wv.us/strategybank/Think-Pair-Share.html>

Instruction on “Quoting, Paraphrasing, Summarizing” <http://owl.english.purdue.edu/owl/resource/563/1/>

Paraphrasing Activity <https://owl.english.purdue.edu/owl/resource/563/01/>

3-2-1 Exit Slip

Lesson Plan - Lesson 13: The Effective Use of Research
Is Number 9 Of 10
In Unit Plan - Thematic Analysis in Literary and Informational Texts

Lesson 13: The Effective Use of Research

Author: Paula Dempsey

Grade 11

The duration of the lesson is two 45 minute class periods or one 90 minute period.

Driving Question:

How do I know that a website is a reliable source for researching a topic?

Lesson Overview:

The students will learn how to properly assess and select effective online sources when gathering research materials to support their thematic essays. The teacher will introduce the OWL Purdue Evaluating Sources Overview in class then assign notes to be taken as the students navigate through the tutorial on the site. This activity will be instrumental to the students' success when writing their thematic research essays.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will assess the students' prior knowledge of using internet sources to provide support on a topic. This will be achieved through the use of a **Computer Use Survey (Sample)** that will have been conducted the day prior to this lesson. Through the use of the survey, the teacher can seat strong/weak students accordingly in the computer lab.

Anchor Text and Questions for Close Reading:

OWL Purdue Online Writing Lab <http://owl.english.purdue.edu/owl/resource/553/1/>

Vocabulary Development:

credibility, research, ethical—Bell Ringer Activity in Step 1.

Manage the Lesson:

Step 1. Bell Ringer- Have the students complete the [Knowledge Rating Scale](#) for credibility, research, and ethical. Discuss as a class and complete the post-discussion portion of the [Knowledge Rating Scale](#).

Step 2. The teacher will provide the handout on [Notes on OWL Purdue](#) then project the site and introduce the tutorial that the students will navigate.

Step 3. Using a mobile or computer lab, the students will then navigate the website and take notes. The teacher will monitor the students' progress to ensure that good note-taking skills are being used.

Step 4. The students will turn in their notes and complete a [3-2-1](#) Exit Slip.

Active Literacy:

The students will log on to the OWL Purdue website and go through the tutorial. They will take **Notes on OWL Purdue** on each section to use when researching information to use in future thematic analysis essays. The teacher will monitor the students' progress through the tutorial.

Post Literacy:

The teacher will bring the lesson to a close by providing the students with a **3-2-1** Exit Slip where students will pose any questions they still have.

Product/Performance:

The notes will serve as the product for this assignment. The students will use these notes when they are assigned thematic research essays.

Reflection:

The students should think about websites they have used in the past and determine whether or not they were reliable. They should also keep this information in mind when using the internet for future research projects. The teacher will use the **3-2-1** Exit Slip responses to address the questions posed and use them to teach future lessons prior to assigning the thematic research essays.

Materials & Resources:

[Computer Use Survey \(Sample\)](#)

Teacher computer and projector

Student computers/lab

OWL Purdue Online Writing Lab <http://owl.english.purdue.edu/owl/resource/553/1/>

[3-2-1](#) Exit Slip

[Notes on OWL Purdue](#)

[Knowledge Rating Scale](#)

Lesson Plan - Lessons 14, 15, & 16: Writing a Thematic Analysis Research Essay
Is Number 10 Of 10
In Unit Plan - Thematic Analysis in Literary and Informational Texts

Lessons 14, 15, & 16: Writing a Thematic Analysis Research Essay

Author: Paula Dempsey

Grade 11

The duration of the lesson is six 45 or three 90 minute classes.

Driving Question:

How did the writers of the Modern Era honor the historical past, depict a character's tolerance of the atypical, and reveal a character's disillusionment with life?

Lesson Overview:

This lesson is the culminating activity for this unit. The students will have learned to analyze themes in a variety of literary and informational texts throughout the unit and will now demonstrate their mastery of thematic analysis using research by writing an essay. This lesson will be used after reading and discussing various African American Poems AND the entire play or excerpts from *A Raisin in the Sun* excerpts with informational texts from the Harlem Renaissance Era. The students are required to use quotes from these literary texts and other print/non-print sources to support their statements regarding the themes honoring the historical past, depict a character's tolerance of the atypical, and/or disillusionment with life. This lesson will require multiple class periods in order to monitor the students' progress during the writing process and to allow for use of the internet for the purposes of research. The students will engage in prewriting, writing, researching, revising, peer editing, editing, and rewriting activities.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will have already discussed the themes of honoring the historical past, depicting a character's tolerance of the atypical, and a character's disillusionment with life that the students will focus on when the literary selections were read. The teacher will have already discussed the topic and the **West Virginia Writing Rubric - Grade 11** that will be used to assess the essay.

Anchor Text and Questions for Close Reading:

African American Poetry (for example)

Langston Hughes "Cultural Exchange" <http://www.poemhunter.com/poem/cultural-exchange/>

Maya Angelou "Still I Rise" <http://www.poemhunter.com/poem/still-i-rise/>

Harlem Renaissance informational sites:

Informational texts from the Harlem Renaissance

Era <http://www.britannica.com/EBchecked/topic/255397/Harlem-Renaissance>

<http://www.biography.com/tv/classroom/harlem-renaissance>

A Raisin in the Sun excerpts <http://dl.dropbox.com/u/2659783/A%20Raisin%20in%20the%20Sun.pdf>

Vocabulary Development:

syntax, peer editing, revision

As a Bell Ringer, use a [Blank Knowledge Rating Scale](#) to determine student knowledge of the words and open a whole group discussion to determine the meanings.

Manage the Lesson:

(two 45-minute or one 90-minute period)

Step 1. Bell Ringer- introduce the vocabulary words and have the students complete the [Blank Knowledge Rating Scale](#). Discuss and determine the meanings of syntax, peer editing, and revision.

Step 2. Assign the [Brainstorming Web Graphic Organizer](#), and then have the students begin the rough draft. The teacher will monitor the students' progress.

Step 3. The students will incorporate details and quotes from the texts to support their topic. The teacher will monitor the students' progress and provide support as needed.

(two 45 or one 90 minute period)

Step 4. The students will use the internet to find informational support for their topic. A list of suggested sites should be given in order to maximize computer use time. The teacher will monitor the students' progress and provide support as needed.

(two 45 or one 90 minute period)

Step 5. The teacher will instruct the students on how to engage in a peer editing activity. On the website <http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html?tab=3#tabs>, there is a PowerPoint [Peer Edit Tutorial](#) that the teacher may use for instruction.

Step 6. The students should review at least two other class members' essays using the [Peer Revision Handout](#) as a guide. The teacher will monitor the students' progress and provide support as needed.

Step 7. The students will write their final draft for homework. Review the [West Virginia Writing Rubric - Grade 11](#) for grading criteria at the end of the class period.

Active Literacy:

The students will plan, research, revise, edit, peer-edit, and rewrite their essays. The student engagement will vary throughout the lesson depending upon the step on which they are working. The teacher will monitor the students' progress and provide support as needed. On Step 5, the teacher will provide instruction using the PowerPoint **Peer Edit Tutorial** from ReadWriteThink.

Post Literacy:

The teacher will bring the lesson to a close by reviewing the **West Virginia Writing Rubric - Grade 11** with the students. They will refer to the rubric while the writing the final draft at home.

Product/Performance:

The students will write a Thematic Analysis Research Essay. The teacher will use the **West Virginia Writing Rubric - Grade 11** to assess the essay.

Reflection:

The student should think about the various aspects of the essay to ensure that all of the requirements (themes, quotes/details from the literary and informational texts, use of reliable internet sources, and the writing process) are addressed. The teacher should think about the challenges students will encounter, particularly with the research aspect, during this section of the lesson. The teacher may need to refer and add lessons using [Lesson 11 PMD Citing Sources and Avoiding Plagiarism](#), [Lesson 12 PMD Paraphrasing Sources and Avoiding Plagiarism](#), and/or [Lesson 13 PMD The Effective Use of Research](#) depending on the students knowledge of the aspects of research.

Materials & Resources:

[Blank Knowledge Rating Scale](#)

African American Poems (for example) Langston Hughes "Cultural Exchange" <http://www.poemhunter.com/poem/cultural-exchange/> and/or Maya Angelou "Still I Rise" <http://www.poemhunter.com/poem/still-i-rise/>

A Raisin in the Sun <http://dl.dropbox.com/u/2659783/A%20Raisin%20in%20the%20Sun.pdf>

Harlem Renaissance informational texts:

<http://www.britannica.com/EBchecked/topic/255397/Harlem-Renaissance>

<http://www.biography.com/tv/classroom/harlem-renaissance>

Brainstorming Web Graphic Organizer

Writing Process resources <http://owl.english.purdue.edu/owl/section/1/1/>

West Virginia Writing Rubric - Grade 11

PowerPoint [Peer Edit Tutorial](#) from ReadWriteThink.

peer revision handout

[Lesson 11 PMD Citing Sources and Avoiding Plagiarism](#)

[Lesson 12 PMD Paraphrasing Sources and Avoiding Plagiarism](#)

[Lesson 13 PMD The Effective Use of Research](#)