

Grade: 10		Subject: Advanced Communications					
Teachers: Kalnick							
Unit # 2 / Title: Persuasive / 12 Angry Men							
Time Frame (calendar and # of weeks): 3 weeks							
Standard(s): CCSS.ELA-Literacy.RL.9-10.1, CCSS.ELA-Literacy.RL.9-10.2, CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.9-10.6, CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.9							
Big Idea(s): Racism, Prejudice, Restorative Justice, Capital Punishment							
Essential Questions		Enduring Understandings					
<ul style="list-style-type: none"> • Is our judicial system fair? • What is the role of a juror and how does one become a juror? • How do other countries justice systems work? • Is capital punishment efficient and fair? • Why does racism and prejudice exist? • How do we unlearn racism and prejudice? 		<ul style="list-style-type: none"> ➤ Definitions of racism, prejudice, restorative justice, reasonable doubt. ➤ Understand restorative justice policies ➤ Understand the parameters of the policy of capital punishment ➤ Understand the civic role of a juror in the United States ➤ Understand a historical background of male and female roles in the 1950s. 					
Areas of Focus		Suggested Instructional Strategies					
Prioritized CPIs <ul style="list-style-type: none"> • Reading • Writing / research • Oral – Speaking, Listening, Viewing 		<ul style="list-style-type: none"> ➤ Reading of the play <i>12 Angry Men</i> <table border="1" style="width: 100%;"> <tr> <td style="background-color: #e0e0e0;">Tier 1 → Activities/Strategies (Knowledge/Comprehension)</td> </tr> <tr> <td> <ol style="list-style-type: none"> 1. Students will read and identify with one of the 12 characters in the play. 2. Students will identify, discuss, and take notes on the elements of the setting in the play. 3. While reading and acting out the play, students will graphically organize character’s decisions that drive the plot. Students will also take notes on the evidence revealed in the play. </td> </tr> <tr> <td style="background-color: #e0e0e0;">Tier 2 → Activities/Strategies (Application/Analysis)</td> </tr> <tr> <td> <ol style="list-style-type: none"> 1. Students will list the order of evidence and then analyze the evidence of the play in terms of circumstantial or reasonable doubt. 2. Students will read various short essays about the US judicial system, roles of a juror, other countries judicial systems to compare and contrast to. 3. Students will analyze gender and race theories through character analysis of the play. </td> </tr> </table>		Tier 1 → Activities/Strategies (Knowledge/Comprehension)	<ol style="list-style-type: none"> 1. Students will read and identify with one of the 12 characters in the play. 2. Students will identify, discuss, and take notes on the elements of the setting in the play. 3. While reading and acting out the play, students will graphically organize character’s decisions that drive the plot. Students will also take notes on the evidence revealed in the play. 	Tier 2 → Activities/Strategies (Application/Analysis)	<ol style="list-style-type: none"> 1. Students will list the order of evidence and then analyze the evidence of the play in terms of circumstantial or reasonable doubt. 2. Students will read various short essays about the US judicial system, roles of a juror, other countries judicial systems to compare and contrast to. 3. Students will analyze gender and race theories through character analysis of the play.
Tier 1 → Activities/Strategies (Knowledge/Comprehension)							
<ol style="list-style-type: none"> 1. Students will read and identify with one of the 12 characters in the play. 2. Students will identify, discuss, and take notes on the elements of the setting in the play. 3. While reading and acting out the play, students will graphically organize character’s decisions that drive the plot. Students will also take notes on the evidence revealed in the play. 							
Tier 2 → Activities/Strategies (Application/Analysis)							
<ol style="list-style-type: none"> 1. Students will list the order of evidence and then analyze the evidence of the play in terms of circumstantial or reasonable doubt. 2. Students will read various short essays about the US judicial system, roles of a juror, other countries judicial systems to compare and contrast to. 3. Students will analyze gender and race theories through character analysis of the play. 							

4. Students will read and analyze short essays about state laws concerning the death penalty, mistrials, wrongfully accused people.

Tier 3 → Activities/Strategies (Synthesis/Evaluation)

1. Students will have socratic discussions about the play that evaluate the evidence of the play and the decisions of the boy's innocence of the play.
2. Students will write about a personal time in which they may have influenced others to make a decision that favored their own.
3. Students will evaluate the pros and cons of our current judicial system and provide suggestions on how to make it better.
4. Students will evaluate legal policies concerning a state's capital punishment or life in prison.
5. Students will complete formative quizzes on the play and complete a summative end of play test.

➤ **Persuasive Advertisements and Persuasive Essays**

Tier 1 → Activities/Strategies (Knowledge/Comprehension)

1. Students will learn new persuasive vocabulary – ethos, pathos, and logos.
2. Students will look at various advertisements that try to persuade people.
3. Students will review the elements of a 5 paragraph persuasive essay.

Tier 2 → Activities/Strategies (Application/Analysis)

1. Students will learn persuasive essay vocabulary – ethos, pathos, and logos. Students will view, read, and analyze advertisements that appeal to each one of these terms.
2. Students will brainstorm controversial topics for a persuasive essay that are two sided.
3. Students will write thesis statements for persuasive topics.
4. Students will research logos, ethos, and pathos evidence to support their thesis.
5. Students will analyze a wholistic persuasive rubric as well as model persuasive essays.

Tier 3 → Activities/Strategies (Synthesis/Evaluation)

1. After analyzing other advertisement students will create their own advertisements using an ethos, pathos, or logos argument.
2. Students will write a polished five paragraph persuasive essay that is peer edited, one on one edited with the teacher.

Performance Tasks/Assessments

	<p>Tests and Quizzes <i>12 Angry Men</i> quizzes and end of play summative test Vocabulary quizzes</p> <p>Writing Assignments Persuasive Essays</p> <p>Projects Persuasive advertisements Persuasive Debates</p>
<p>Resources: Text: <i>12 Angry Men</i> play</p> <p>Primary Source Materials: <i>12 Angry Men</i> play Character list Comprehension questions Evidence Graphic Organizer Juror Voting Graphic Organizer NY Times article – Google Mistrials <i>What I've Learned About Undoing Racism</i> article by Andrea Ayvazian</p> <p>Video(s): <i>12 Angry Men</i> play</p> <p>Internet Resources: www.icivics.org http://gordonscruton.wordpress.com/2011/09/13/12-angry-men-a-dramatic-activity-plan/ https://bu.digication.com/americanjusticeidu/Activities http://www.webenglishteacher.com/rose.html</p>	