

UNIT #__7 Socratic Seminars using literary essays and short stories	TIMEFRAME: 2 and a half weeks
BIG IDEA(S): Speaking: • Speaking in front of peers. • Expressing opinions / evidence through discussion and communication. • Showing application of literature through formal discussion. Reading • Using critical reading skills. • Reading silently and orally. • Demonstrating reading comprehension. • Annotating texts and preparing for discussion • Making text to text, text to self, text to real life. • Making inferences on literary texts – fiction and nonfiction. Vocabulary/Grammar: • Learning words through roots. • Forming words with prefixes and suffixes. • Using context clues to figure out meaning. Writing • Evaluation rubric checklists • Guided note taking • Question and answer sheets • Graphic organizers	ESSENTIAL QUESTIONS: • What are the tools I need to prepare as a speaker and a listener? • What makes an efficient formal discussion? • How do students understand rubrics to assess themselves and each other? • How do we make inferences on what we read? • What is the difference between evidence versus argument? • How do students respond to positive and critical feedback from each other? •
ENDURING UNDERSTANDINGS: • Students will understand that they need to express evidence and arguments in order to discuss and understand texts. • Students will understand that they need to comprehend and articulate arguments based on various points of view from texts. • Students will understand that they should extrapolate information from the novel in order to analyze and complete study guide questions. • Students will understand the process and roles of a socratic seminar using various texts. • Students will understand lessons or motifs gathered from literary texts in order to discuss deeper meanings.	
READING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: • RL.9-10.10 • SL.9-10.1
• Students will complete readings on various literary essays and short stories on various topics in current events. • Students will discuss what they have read and be prepared to have a formal discussion with their peers. Through discussion, students will paraphrase what they have read in specific passages. • Students will make connections from their	Tier 1 Resources/Materials: • Short story anthologies • Literary essays on gender, class, race, environment, etc.

own lives to the literature. - Students will use graphic organizers on characters, setting, tone or mood, symbols or motifs, style of the writer, point of view, and lessons or messages. - Students will keep a character log and describe the characters in the log. - Students will complete guided notes on what they read and on the socratic discussions.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: - W.9-10.9 - SL.9-10.1a
- Students will analyze the roles of various characters and make predictions about how they will behave based on evidence from the short stories. - Students will complete the “Story Detectives” activity for a group of chapters. - Students will identify key passages and draw inferences from them.	Tier 2 Resources/Materials: - Pop quizzes “Story Detectives” found on Literacycookbook.com (Download Zone ->Analyzing Literature)
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: - RIT.9-10.8 - W.9-10.8
- Students will use the “Chapter Notes Organizer” to discuss literary devices displayed in the short story and analyze direct quotes. - Students will have to read through different websites to conduct research on their role for the group web quest.	Tier 3 Resources/Materials: “Chapter Notes Organizer” from Literacycookbook.com (Download Zone -> - Web Quest - http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html
STUDENT WORK PRODUCTS/ ASSESSMENTS: Pop quizzes on assigned reading, Chapter Notes organizer	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Web Quest - http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html
WRITING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: W.9-10.1
- Students will keep a character log and describe the characters in the log. In the character logs, they will describe each character and the character’s role in the story. Does the character lead to the eventual demise? Is the character inherently evil? These are examples of questions to answer. - Students will write paraphrases of key passages and keep them in their notes to help them remember the story. - Students will write an outline in developing arguments to prepare them for the socratic	Tier 1 Resources/Materials: - Comprehension questions – http://staff.esuhd.org/danielle/English%20Department%20L Village/Leadb - Character Logs – on the server

discussion. Students will note take on what they learn from their peers' socratic discussion.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: - L.9-10.1 - W.9-10.1c - W.9-10.10
- Students will complete journal writing about the topics read in short stories / literacy essays answering teacher-made prompts. - Students will complete a response paper, 5 paragraphs, that discusses the question they choose from the list. Paper graded according to rubric on directions. - Students will complete a "Character Analysis" for two characters of their choosing to analyze the characters in full.	Tier 2 Resources/Materials: - Journal prompts – http://staff.esuhd.org/danielle/English%20Department%20LVillage/Leadb "Character Analysis" from Literacycookbook.com (Download Zone -> Analyzing Literature) - Literary essays
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: - SL.9-10.4 - W.9-10.2b - W.9-10.5
- Students will write a 2 page essay analyzing two or more short stories comparing and contrasting characters as evidence to support a specific theme - For each chapter, students will complete paragraph starters. In this assignment, a topic sentence is given where an argument is made. Students are to defend the deduction in at least a paragraph with evidence from the novel.	Tier 3 Resources/Materials: - Expository writing rubric - Paragraph starters
STUDENT WORK PRODUCTS/ ASSESSMENTS: Expository essay (graded according to the rubric found on the server), paragraph starters	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Students may type their essays.
VOCABULARY/GRAMMAR/SKILLS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: - L.9-10.4 - L.9-10.4c
- Students will make a vocabulary list from each short story or literary essay on words they do not know. Students will then use context clues to define the words. A group activity will be to check the definitions that the students came up with in the dictionary. - Students will define words from new unit in Vocabu-Lit. - Students will read a short passage and come up with their own definitions of words.	Tier 1 Resources/Materials: - Teacher-made vocabulary materials - Symbolism handout (on server) - Dictionaries, Dictionary.com

Students will use websites to help them understand new vocabulary in the web quest.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: - L.9-10.4a - L.9-10.4b
- Students will complete the assigned practice sections from unit in Vocabu-Lit, including finding synonyms and antonyms, completing the sentence, and filling in analogies. - Students will create their own definitions of vocabulary words using context clues. They will write these on the hypothesis sheet. - Students will play a review game of vocabulary words in order to apply the words to real life.	Tier 2 Resources/Materials: - Vocabu-Lit grade 9 book - Vocabu-Lit grade 9 teacher's manual - Hypothesis sheet "Vocabulary: How I Teach It" on Literacycookbook.com (Download Zone -> Building Robust Vocabulary)
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: L.9-10.4d
- Students will find examples of symbolism in the story to illustrate the meaning. They will create visuals to bring the symbolism to life. - Students will complete vocabulary quizzes to demonstrate mastery of the words.	Tier 3 Resources/Materials: - Art supplies - Novel - Symbolism handout (on server) - Vocabulary quizzes
STUDENT WORK PRODUCTS/ASSESSMENTS: Symbolism examples handout, Vocabu-Lit exercises, vocabulary quiz	INTERDISCIPLINARY CONNECTIONS/USE OF TECHNOLOGY: Vocabulary review game played on ENO board
TEST PREP/ NJ ASK PREP	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: W.9-10.7
- Students will complete vocabulary handouts on chosen vocabulary from the novel. - Students will gather notes on the novel in order to write a persuasive essay. - Teacher will explain and make students aware of 4 point writing scale. The teacher will grade at least 3 open ended questions using this scale. - Students will recall information from the novel and complete a fill-in-the-blank exercise using recall strategies.	Tier 1 Resources/Materials: - Teacher-made vocabulary handouts on chosen vocabulary. 4 Point Writing Scale - http://www.state.nj.us/education/njpep/assessment/hspa/hspa_la/module_4/open_ended_pop-up.htm
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: - W.9-10.1 - SL.9-10.1a
- Students will complete quizzes on the chapters to demonstrate knowledge of the material and understanding of the novel. - Students will analyze given test questions and identify what critical reading skill they are testing. - Students will make inferences on the novel	Tier 2 Resources/Materials: - Teacher-made quizzes http://staff.esuhsd.org/danielle/English%20Department%20LVillage/Leadbetter/Lord%20of%20the%20Flies.pdf

by completing an assessment and showing that they comprehend the major plot points in the novel.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: • L.9-10.3a • W.9-10.2e
• Students will follow the six-point writing scale to complete a persuasive essay. • Students will use their knowledge of MLA format to compile their persuasive essay in this format. • Students will write a persuasive essay that details their opinion and backs the information up with evidence from the novel.	Tier 3 Resources/Materials: • Six-point writing scale (http://educationnorthwest.org/webfm_send/773, • Persuasive essay prompt • MLA guidelines – (http://www.ccc.commnet.edu/mla/index.shtml)
STUDENT WORK PRODUCTS/ASSESSMENTS: • Persuasive essay	INTERDISCIPLINARY CONNECTIONS/USE OF TECHNOLOGY: • Essays will be typed
SPEAKING/ LISTENING/ VIEWING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: • SL.9-10.2
• Students will listen to a reading of three chapters from <i>Lord of the Flies</i>. After listening, they will complete their own oral reading of the novel. They will use the model to demonstrate their fluency and diction. • Students will view the movie version of <i>Lord of the Flies</i>. While watching, the teacher will choose certain scenes from the movie for students to reflect on. Is the movie what they had envisioned in the novel? Answer these questions and more. • Students will write a one page review of the movie. They will include their personal connections to the story, the best scene of the movie, and the worst scene. They will include some actors they can see playing the parts and how the movie reflects what is going on in our world today.	Tier 1 Resources/Materials: • <i>Lord of the Flies</i> DVD • Recorded reading of <i>Lord of the Flies</i>
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: • SL.9-10.1c • SL.9-10.1
• Students will use deductive reasoning skills to complete the “Who Will Survive?” activity in small, cooperative groups. • Students will then discuss as a class how they completed the “Who Will Survive?” activity and analyze why students chose who they did. • Students will work both independently and cooperatively to complete a Web Quest on the novel. The exact directions are included	Tier 2 Resources/Materials: • “Who Will Survive” group activity – on server • Web Quest - http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html

on the website given.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: • SL.9-10.5 • SL.9-10.1b
• Students will compare and contrast the novel <i>Lord of the Flies</i> and the movie version of <i>Lord of the Flies</i> in both a class discussion and through a three paragraph journal. Journal graded according to the journal rubric. • Students will take use knowledge of the novel to complete a Web Quest on the novel. In cooperative groups, they will create a sustainable island. Their island must be fully functioning and rely on many of the same ideals that the island in the novel did. They must discuss, debate, and decide as a group how they will do this. More directions are found on the directions for the Web Quest.	Tier 3 Resources/Materials: • <i>Lord of the Flies</i> DVD • <i>Lord of the Flies</i> novel • Journals • Journal rubric found on Literacycookbook.com (Download Zone -> Journal Writing) • Web Quest - http://www.kn.pacbell.com/wired/fil/pages/webgoodevira.html
STUDENT WORK PRODUCTS/ASSESSMENTS: • Web Quest (graded according to rubrics found on the website), 3 paragraph journal, “Who Will Survive” graded according to the cooperative learning activity rubric	INTERDISCIPLINARY CONNECTIONS/USE OF TECHNOLOGY: • Web Quest brings in different disciplines such as social studies, humanities, and science