

11th Grade ELA: Transformational Thinking

DURATION OF UNIT: 28 days (approximately 6 weeks)

11.4 Understanding Human Nature: Coping with crisis, chaos, and change

Theme, Enduring Understandings, & Essential Questions for This Unit	HSCE'S	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Strategies / Best Practices Used to Explicitly Teach the Skills & Concepts	Resources for this Multi-Genre Unit
<p><u>Theme:</u></p> <ul style="list-style-type: none"> • Under some conditions, good people do bad things. • Crisis creates vulnerability. • To solve problems, order must be dynamic and self organizing. • Knowing the power of fear can empower you to make better decisions. • Whenever groups of people exist, there will be a struggle for power. • It is better to examine the consequences of a decision before it is made, than to discover them afterwards. <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> • Coping with crisis, chaos, and change • Civilization as structure • Understanding the power of fear • Human nature • Choices • Loss of innocence • Civilization vs. savagery <p><u>Essential Questions:</u></p>	<p><i>1.1.1-1.1.8</i></p> <p><i>1.2.1, 1.2.2, 1.2.3, 1.2.4</i></p> <p><i>1.3.1- 1.3.9</i></p> <p><i>1.5.1-1.5.5</i></p> <p><i>1.1.6, 1.1.7, 1.1.8</i></p> <p><i>2.1.1- 2.1.12</i></p> <p><i>2.2.1, 2.2.2, 2.2.3</i></p> <p><i>2.3.1--2.3.8</i></p> <p><i>3.1.1--3.1.10</i></p> <p><i>3.2.1, 3.2.3, 3.2.4, 3.2.5</i></p> <p><i>3.3.1-3.33</i></p> <p><i>3.4.1- 3.4.4</i></p> <p><i>4.1.1 - 4.1.5</i></p> <p><i>4.2.1, 4.2.2, 4.2.4</i></p>	<p><u>Summative Assessment (at the end of the unit):</u></p> <p>Three Parts:</p> <ul style="list-style-type: none"> • Listening: “New Program Series Focuses on Ethical Conflicts” • Viewing: World War II Photographs • Writing: Stream of Consciousness - Story with internal dialogue <p><u>Formative Assessments (throughout the unit):</u></p> <ul style="list-style-type: none"> • ACT Prompt I-No Tolerance Rule • ACT Grammar Assessment • Responding to Reading- multiple choice 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Skim text for essential information • Recognize language bias • Understand how languages and dialects are used to communicate effectively in different roles and different circumstances • Understand the implications and potential consequences of language use • Understand the appropriate uses and implications of casual or informal language vs. professional language <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Use the writing process • Use language appropriate for purpose and audience • Revise and evaluate own writing • Critique writing for sophisticated sentence structure • Cite sources using MLA • Create organizational coherence and flow • Use language effectively 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Literature Circles • Character Charting • Think-Write-Pair-Share <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Author’s craft PowerPoint • Graphic Organizer 	<p><u>Anchor Text(s):</u></p> <ul style="list-style-type: none"> • <i>Lord of the Flies</i> William Golding <p><u>Drama:</u></p> <ul style="list-style-type: none"> • <i>A Few Good Men</i>, excerpt Aaron Sorkin <p><u>Nonfiction:</u></p> <ul style="list-style-type: none"> • <i>The Lucifer Effect</i>, excerpt Philip G. Zimbardo <p><u>Audio:</u></p> <ul style="list-style-type: none"> • http://www9.nationalgeographic.com/channel/inside911/index.html • Alan Cheuse reviews William Golding's <i>Lord of the Flies</i>, 50 years after its first publication; NPR March 29, 2004 (2:32) • Garrison Keillor on the occasion of Golding's birthday, September 19, 03; the Writer's Almanac (Real 0:56) <p><u>Video:</u></p> <ul style="list-style-type: none"> • <i>Twilight Zone</i>-“I Shot An Arrow Into the Air” http://www.cbs.com/classics/the_twilight_zone/video/video.php?cid=621774886&pid=Xrti0hqYx_9GMcUPa_pMBLNGdssjAg0fm&play=true&cc=0 • Lord of the Flies Game: http://nobelprize.org/educational_games/literature/golding/ • Lord of the Flies Jeopardy: http://www.argo217.k12.il.us/departs/english/blettiere/LOTF_jeopardy.ppt#256,1,Jeopardy • Symbolism Power Point: http://www.monmouth.com/~literature/LOTF/lofinfo/Information.PPT <p>http://www.swisseduc.ch/english/readinglist/golding_willi</p>

<ul style="list-style-type: none"> • How does society provide a structure to deal with change/crisis? • What happens when we lose that structure? • How can forward thinking help me make better decisions? • How do I build a context for change in my life? • When is loyalty to myself more important than loyalty to a friend? • How do I demonstrate that I am open-minded enough to learn from my experiences? • How can I generate new ideas for solving problems? • Which decisions I make today will affect me for my entire life? 			<p>for conventions, vocabulary, and sentence structure</p> <p><u>Speaking & Listening:</u></p> <ul style="list-style-type: none"> • Actively participate in small and large group discussions of literature • Listen and identify elements of a review • Engage in book clubs/literature circles • Share, acknowledge, and build on one another's ideas • Consolidate and refine thinking • Advocate for ideas • Listen with empathy 	<p><u>Speaking & Listening:</u></p> <ul style="list-style-type: none"> • Think Aloud • <i>Lord of the Flies</i> PowerPoint Jeopardy • <i>Nobel Prize</i> game • Graphic Organizer • PowerPoint presentation • Interviewing 	<p>am/flies/index.html http://www.branford.k12.ct.us/user/site/staff/cmiller/wdocs/LOFanticgd.htm http://www.branford.k12.ct.us/user/site/staff/cmiller/docs/LOF%20Lit%20Circle%20Sheet.htm http://www.branford.k12.ct.us/user/site/staff/cmiller/docs/GroupReflect.htm http://www.branford.k12.ct.us/user/site/staff/cmiller/docs/Classign.htm</p>
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Suggested Pacing Guide: (based on approximately 50 minute class periods)

Day 1	ACT Writing Prompt I- No Tolerance Rule & Discussion (AST p.103-105)
Day 2	ACT Grammar (AST p. 38-42)
Day 3	Responding to Reading-Multiple Choice only (AST p.3-30)
Day 4	Unit introduction (TP p.4-8, APP #1, #2, #3, #4)
Day 5	Reflect on Changes 9/11 Activity (TP p.15-17, APP #5, #16a-b, #17a-c, #18)
Days 6-20	<i>Lord of the Flies</i> (TP p.18-28, APP #5, #19a-b, #9, #20, #21, #22a-b, #23a-c, #24, #8, #25a-b)
Days 21-26	Current Crisis PowerPoint (TP p.31-32)
Days 27-28	Summative Assessment, 3 parts (AST p.77-102)