

WEEK ONE

OVERVIEW/FOCUS:

Introduction to unit theme: A Hero's Dilemma

Main literature: *The Lord of the Rings: The Fellowship of the Ring*

This week's theme: Responsible Choices: To Save Humanity or To Save Myself

Assaying Character by Understanding, Exploring, and Imagining the Hero in a Story

Collaborative Research and Presentation of Heroes Across Continents

Presenting Arguments and Arriving at a Conclusion

Understanding the Pre-Chapter Sections of Main Literature Via Jigsaw

Tracing the Plot to the Hero's Responsible Choice with Excerpt Timeline

OBJECTIVES: Students will be able to:

1. construct a story from a given list of clue words associated with the reading literature prior to reading.
2. describe the character on the story impressions with appropriate adjectives prior to reading.
3. evaluate the character(s) in the reading literature by connecting with previous knowledge and experience in post reading.
4. describe the heroes across continents using standard English structures.
5. write notes while listening to student presentations.
6. Students will be able to show their descriptions of heroes across continents before an audience.
7. generalize the continents' cultures embodied through the heroes' attributes.
8. write an impression of a topic spontaneously.
9. analyze the different sides of an argument.
10. derive their own conclusions from the arguments presented.
11. recall the text in response to the questions.
12. explain the text to other students when responding to the questions.
13. discuss their understanding of the text when sharing with other students.
14. classify excerpts from a novel based on the required plot timeline.
15. select excerpts following the conditions of a plot timeline.
16. construct their own inferences when part of the plot is changed.

STANDARDS:

Standards Addressed:

CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, *taking notes*, summarizing, paraphrasing).

CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.

CE 1.2.2 Write, speak, and visually represent to develop self-awareness and insight.

CE 1.3.7 Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.4.7 Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).

CE 1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.

CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

CE 3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.

CE 3.1.3 Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.

CE 3.1.5 Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.

CE 3.2.5 Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.

CE 4.1.3 Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

CE 4.1.4 Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.