

SYRACUSE CITY SCHOOL DISTRICT

Grade 10 Quarter 2

Revised: 10/18/2017

Working with Evidence and Making Evidence-Based Claims

Reading Standards: RL.10.4, RL.10.5, RL.10.6, RL.10.7, RL.10.9

Reading for Information Standards: RI.10.6, RI.10.7, RI.10.8

Writing Standards: W.10.2, W.10.4, W.10.5, W.10.6, W.10.7, W.10.8, W.10.9

Language Standards: L.10.1, L.10.2, L.10.3, L.10.4, L.10.5, L.10.6

Embedded Reading Standards: R.L10.1, RL.10.2, RL.10.3

Embedded Reading for Information Standards: RI.10.1, RI.10.2, RI.10.3

Embedded Speaking & Listening Standards: SL.10.1 a-e, SL.10.2, SL.10.3, SL.10.4, SL.10.5, SL.10.6



Unit Overview

Unit Narrative: *This hybrid research unit requires students to engage in complex textual analysis. Through in-depth examination of a variety of literary and informational texts, students will develop a deeper understanding of a broader perspective as they pay particular attention to points of view and cultural influences that exist within the texts that they read. Students will build on the evidence collected from these texts in order to develop research projects/papers that examine and communicate ideas around a particular research question. Students will learn how to evaluate sources- how to distinguish a reliable source from a questionable one. As the unit transitions from reading to writing, students will learn to effectively select, organize, and analyze their content and choose words, information, structures, and formats deliberately. They will learn to find information that is relevant from reliable and authoritative sources and will become more adept at using advanced searches to find print and digital sources that answer their research question. They will learn how to integrate the information effectively, avoiding plagiarism and using a standard format for citation.*

*Note – Make sure to contact your LMS early in the unit to secure research time in the computer lab/library

Concept 1 How Word Choice Effects Tone, Meaning & Advancement of Plot	Concept 2 Structure of a Text	Concept 3 Analyzing Point of View	Concept 4 Analyzing Key Scenes in Different Mediums	Concept 5 Examining Author's Word Choice	Concept 6 Evaluating an Author's Argument
Outcome(s): <ul style="list-style-type: none"> Readers will analyze the importance word choice has on the meaning and tone of a text. Readers will examine the author's point of view and how he/she uses rhetoric to advance the purpose 	Outcome(s): <ul style="list-style-type: none"> Readers will know how an author's choice of structure creates an effect of tension and/or surprise. 	Outcome(s): <ul style="list-style-type: none"> Readers will draw on their literary experiences to analyze point of view or cultural experience(s) from a text. 	Outcome(s): <ul style="list-style-type: none"> Readers will examine a key scene or character in different mediums and will identify critical elements that are included and that are absent. Readers will examine multiple mediums of a subject and identify unique details from each account. 	Outcome(s): <ul style="list-style-type: none"> Readers will examine author's words to determine how the work transformed. 	Outcome(s): <ul style="list-style-type: none"> Readers will examine an author's arguments and/or claims to determine the strength of the given arguments and/or claims.
Teaching Point(s): 4.4, 4.5, 4.6, 4.19, & 4.20	Teaching Point(s): 4.7	Teaching Point(s): 4.8, 4.9, & 4.10	Teaching Point(s): 4.11, 4.12, 4.21, & 4.22	Teaching Point(s): 4.13, 4.14, & 4.15	Teaching Point(s): 4.23
CCLS: RL.10.4 & RI.10.6	CCLS: RL.10.5	CCLS: RL.10.6	CCLS: RL.10.7 & RI.10.7	CCLS: RL.10.9	CCLS: RI.10.8
Embedded Writing Assessment #1: click here	Embedded Writing Assessment #2: click here	Embedded Writing Assessment #3: click here	Embedded Writing Assessment #4: click here	Embedded Writing Assessment #5: N/A	Embedded Writing Assessment # 6: N/A

CCLS	Coded Standard	Concept Elaboration	Assessment Questions
RL.10.1, RL.10.2, RL.10.3	The following standards are embedded within the unit: RL.10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.10.1: <ul style="list-style-type: none"> Use a variety of strategies to make inference Use a variety of strategies to identify explicit details in a text (5w's) Examine a text through different points of view Identify and locate textual evidence Distinguish between explicit vs. inferred details 	* The research project will take the place of the assessment for this unit

CCLS	Coded Standard	Concept Elaboration	Assessment Questions
	<p>RL.10.2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, advance the plot or develop the theme.</p>	<ul style="list-style-type: none"> • Distinguish what is strong and thorough textual evidence • Explain their analysis of a given text using strong and thorough textual support <p>RL.10.2:</p> <ul style="list-style-type: none"> • Understand that theme can be applied to various texts • Have a sophisticated bank of possible themes • Examine a text through different points of view • Recognize origins of a specific theme within a text • Locate/recognize subsequent examples of developing theme • Distinguish between an objective and subjective summary <p>RL.10.3:</p> <ul style="list-style-type: none"> • Use a variety of strategies to analyze complex characters • Identify and examine motivations • Identify and examine conflicting motivations • Identify and understand the following concepts: <ul style="list-style-type: none"> -Theme -Plot • Identify, explain, and examine how complex characters: <ul style="list-style-type: none"> -develop over the course of the text -interact with other characters -advance the plot -develop the theme 	
RL.10.4	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<ul style="list-style-type: none"> • Be able to define: <ul style="list-style-type: none"> -Figurative Meaning -Connotative Meaning -Tone • Differentiate between figurative and connotative meaning • Implement strategies for identifying unfamiliar vocabulary within a sentence (e.g., context clues) • Define the concept of "cumulative impact" • Differentiate between the impact that a word has on the meaning of a work and how all the words' 	<p>* The research project will take the place of the assessment for this unit</p>

CCLS	Coded Standard	Concept Elaboration	Assessment Questions
		<p>meanings impact the meaning of a work</p> <ul style="list-style-type: none"> • Understand how language has changed and evolved over time • Define and differentiate between: <ul style="list-style-type: none"> -Formal Tone -Informal Tone 	
RL.10.5	<p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<ul style="list-style-type: none"> • Be able to define: <ul style="list-style-type: none"> -Structure -Flashback -Sequence -Parallel Plots -Pacing • Understand how various aspects of the structure of a text create effects such as mystery, tension and surprise. • Be able to define: <ul style="list-style-type: none"> -Mystery -Tension -Surprise • Identify and understand how the order of events and time affects a text. • Analyze how an author's choices create effects such as mystery, tension or surprise 	<p>* The research project will take the place of the assessment for this unit</p>
RL.10.6	<p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<ul style="list-style-type: none"> • Identify and differentiate between different points of view • Identify and differentiate between different perspectives • Read a variety of texts with different points of view on the same subject • Understand different cultures and points of view through examining different textual themes and concepts 	<p>* The research project will take the place of the assessment for this unit</p>
RL.10.7	<p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. a. Analyze works by authors or artists who represent diverse world cultures.</p>	<ul style="list-style-type: none"> • Dissect a portion or idea to understand why it is significant • Examine a scene or topic that is portrayed using different mediums to understand perspective • Develop an understanding that different cultures may portray the same thing differently • Develop knowledge about different cultures 	<p>* The research project will take the place of the assessment for this unit</p>

CCLS	Coded Standard	Concept Elaboration	Assessment Questions
RL.10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the bible or how a later author draws on a play by Shakespeare).	<ul style="list-style-type: none"> • Understand the literary technique of allusion • Identify the literary technique of allusion • Understand why an author uses allusion within a text • Understand the impact allusion has on a text or topic 	* The research project will take the place of the assessment for this unit
RI.10.1, RI.10.2, RI.10.3	<p><i>The following standards are embedded within the unit:</i></p> <p>RI.10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. a. Develop factual, interpretative, and evaluative questions for further exploration of the topic(s).</p> <p>RI.10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.10.3: Analyze how the author unfolds and analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>RI.10.1:</p> <ul style="list-style-type: none"> • Use a variety of strategies to make inferences • Use a variety of strategies to identify explicit details in a text (5w's) • Examine a text through different points of view • Identify and locate textual evidence • Distinguish between explicit vs. inferred information • Distinguish what is strong and thorough textual evidence • Explain their analysis of a given text using strong and thorough textual support <p>a.</p> <ul style="list-style-type: none"> • Understand that evaluate is judging the significance or quality that an informational text has • Have strategies in order to use explicit information and inferences to evaluate informational text <p>RI.10.2:</p> <ul style="list-style-type: none"> • Define and identify the central idea • Identify specific, supporting details • Recognize the origins of a specific of a Specific central idea within a text • Locate/recognize subsequent examples of developing central idea • Distinguish between an objective and subjective summary <p>RI.10.3:</p> <ul style="list-style-type: none"> • Identify and analyze the order in which points are made • Identify and analyze how events or series of ideas are: <ul style="list-style-type: none"> - introduced - developed • Identify and analyze the connections made between points, events, and/or series of ideas 	* The research project will take the place of the assessment for this unit
RI.10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<ul style="list-style-type: none"> • Recognize point of view • Understand point of view • Identify rhetoric within a text • Understand the impact of rhetoric within a text 	* The research project will take the place of the assessment for this unit

CCLS	Coded Standard	Concept Elaboration	Assessment Questions
RI.10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	<ul style="list-style-type: none"> Examine two different accounts on the same subject Identify weak and strong reasoning within different accounts Examine weak and strong reasoning within different accounts Determine which details are important and/or emphasized within different accounts 	* The research project will take the place of the assessment for this unit
RI.10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<ul style="list-style-type: none"> Identify arguments in a text Identify claims in a text Determine if text-based evidence is sufficient and relevant using examples Evaluate text-based arguments and claims using other sources of evidence (e.g., texts and multimedia sources) Evaluating reasoning presented by author 	* The research project will take the place of the assessment for this unit

Language Standards

L.10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.

b. Use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.10.2: Demonstrate command of the conventions of standard English: capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

L.10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

L.10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. b. Analyze nuances in the meaning of words with similar denotations.

L.10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening Standards

SL.10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. a. 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.

b. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

e. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

SL.10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identify and fallacious reasoning or exaggerated or distorted evidence.

SL.10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, and development, substance, and style are appropriate to purpose, audience, and task.

SL.10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 68 for specific expectations.)

Embedded Writing Standards

W.10.2: 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.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. 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).

W.10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;

narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

a. Explore topics dealing with different cultures and world viewpoints.

W.10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Assessment Links	Rubrics and Scoring Guide
Unit Assessment – N/A (Research Project)	Unit Assessment Rubric – N/A

Recommended Literary Texts	Recommended Informational Texts
<p>Julius Caesar by William Shakespeare (Located in Glencoe Course 5 – pages 716-815)</p> <p>Companion Texts: Click here (All in one document) Excerpt from Plutarch's The Life of Julius Caesar Excerpt from Plutarch's The Life of Antony John Wilkes Booth's Final Diary Entry</p> <p>The following text would be appropriate for students with IEPs of ESL services that allow for modified texts:</p> <p>Saddleback Classics – Julius Caesar (Adapted by Brad Timoney)</p> <p>Saddleback Graphic Novel – Julius Caesar</p>	<p>"A Quick Guide to Reading Shakespeare" click here</p> <ul style="list-style-type: none"> • The Art of Argumentation! Julius Caesar Teacher Guide • No Sweat Shakespeare – Resources to Teach • No Fear Shakespeare • Folger Shakespeare Library • Primary Sources • More Recommended Links • PBS • Eyewitness to History <p><i>*See writing unit below for informational texts that tie into reading unit.</i></p>

Big Ideas	Essential Questions
<ul style="list-style-type: none"> • Connections to informational articles (history and/or modern life) can be made with fictional works of literature. • The time period in which a work of literature was written influences writing. • Fictional works of literature are often imitated in real life. • Works of literature are often portrayed in various ways through different mediums. 	<ul style="list-style-type: none"> • What connections can be made to research (informational texts) while reading a work of fiction? • How did significant events in Roman history influence Shakespeare's writing of <i>Julius Caesar</i>? (Connection to Writing Unit) • Are ethics based on a universal understanding or is culture solely responsible for a definition? (Connection to Writing Unit) • How has <i>Julius Caesar</i> been imitated in real life? (Connection to Writing) • How are sections of <i>Julius Caesar</i> portrayed in different mediums?

Vocabulary	Anchor Charts
<ul style="list-style-type: none"> • Transform • Transcend • Allusion • Rhetoric • Blank Verse • Implications 	Blank Verse Related Historical Events Rhetorical Strategies

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools	Writing Unit Connection(s)
<p><i>The following standards are embedded within the unit:</i></p> <p>RL.10.1 Readers will use textual evidence to understand what is explicit and implied within a text.</p> <p>RL.10.2 Readers explain how a theme emerges and is shaped using textual evidence.</p> <p>RL.10.3 Readers analyze how characters actions/choices advance the plot and/or develop the theme</p> <p>Embedded Speaking & Listening Standards:</p> <p>SL.10.1a SL.10.1c SL.10.1d</p>	4.1 Readers will analyze text by: -highlighting what the text says explicitly -making inferences based on textual evidence	Stop and Jot: “What does the author mean when he says...on page...?” “What is most likely the reason...did...? Include textual evidence to support your answer.” “Based on the information in the text what do you think...will do next?”	Sentence Starters: “The author means...when he says...” “The reason...does...” “I think that...will...”	<i>Twenty Five Quick Formative Assessments for a Differentiated Classroom</i> by Judith Dodge Kagan – Paraphrasing Learning Chips	N/A
	4.2 Readers will analyze and discuss textual evidence of where the theme emerges and develops by: -identifying themes -identifying patterns -highlighting textual evidence in chunks of text	Writing Response Journal/Class Discussion/Turn and Talk: What is the central theme that is developed in <i>Julius Caesar</i> ? Discuss where it emerges and how it is developed. Use textual evidence to support your analysis.	Where does the author begin developing the theme in <i>Julius Caesar</i> ? Think/Pair/Share Sentence Starters: “Often in life...” “Throughout history...has been an issue.” “The theme of...is supported by...”	<i>Teaching Students to Analyze Text</i> – click here	<i>Connection to Writing Unit 4: Incorporate articles/research provided in Writing Unit 4 (Real Life Julius Caesar articles) into lessons.</i> *Students can start to gather information for the writing unit/research project.
	4.3 Readers analyze what motivates a character to say and do the things he/she does by:	Questions to Consider: Why would Plutarch use different details or add details when describing the same event in both	Sentence Starters: “Plutarch/Shakespeare did this and it affected the plot by...”	An Account of Shakespeare's Adaptation of <i>Julius Caesar</i> – click here	<i>Unit 4: Incorporate articles/research provided in Writing Unit 4 (Julius Caesar articles)</i>

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools	Writing Unit Connection(s)
SL.10.3 SL.10.4	-making inferences using textual evidence and highlighting specific chunks of text as evidence	excerpts? Why would Shakespeare use information from both texts instead of choosing one to write his play?			<i>into lessons.</i> *Students can start to gather information for the writing unit/research project.
RL.10.4 Readers will analyze the importance word choice has on the meaning and tone of a text. Embedded Speaking & Listening Standards: SL.10.1a SL.10.1c SL.10.1d SL.10.3 SL.10.4 SL.10.6	4.4 Readers examine Antony and Brutus' speeches at Caesar's funeral in Act 3, Scene 2. And determine which speech is most effective in winning the support of the people? Discuss the speaker's use of language.	Double-Entry Journal/Graphic Organizer: Column 1: Groups of words with meaning Column 2: Explanation of impact on tone and/or meaning	Sentence Starters: "Brutus (Antony) said...and means...I know this because..." "I'm noticing a pattern in these words...; they all..." "When I read this passage it makes me think..."	Meaning and Tone Table (Pg. 74) click here Vocabulary in Context Table/Graphic Organizer (pg. 73) click here	N/A
	4.5 Readers will examine author's word choice by asking "Why did the author choose these words instead of _____?"	Graphic Organizer: Column 1: Description of the tone Column 2: Quotes/textual evidence to support Column 3: Impact on the text	Sentence Starters: "The author says...and means...I know this because..." "I'm noticing a pattern in these words...; they all..." "When I read this passage it makes me think..."	Evaluate an author's word choice to anticipate tone – click here Use footnotes to determine the meaning of words and phrases in Shakespeare – click here Meaning and Tone Table (Pg. 74) click here	N/A
	4.6 Readers will examine the effect figurative language has on a text by picking out examples and explaining their effects on tone	Possible Activities: -Identify figurative language within the text -Discuss the impact figurative language has on tone	Three Column Chart: Column 1: Word(s) Column 2: Definition Column 3: Figurative meaning Close Reading and/or Read Aloud-Think Aloud to highlight figurative	Close Reading: click here	N/A

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools	Writing Unit Connection(s)
<p>RL.10.5 Readers will know how an author's choice of structure creates an effect of tension and/or surprise.</p> <p>Embedded Speaking & Listening Standards: SL.10.1a SL.10.1c SL.10.1d SL.10.3 SL.10.4</p>	<p>4.7 Readers will analyze how an author's structure creates mystery, tension or surprise by examining flashbacks, parallel plots, etc.</p>	<p>Possible Questions/Topics for Questioning:</p> <ul style="list-style-type: none"> • Why does Shakespeare's play begin with the interaction between the soldier and workers? How does this scene fit into the rest of the play? • What is the significance of flashback, parallel plots, etc. in the given text? • How does the author create mystery, tension, or surprise, etc.? • How does the order of the text help to develop the mystery, tension, and/or surprise? <p>Possible Activities:</p> <ul style="list-style-type: none"> • Think/Pair/Share • Chunk and Chew • Quick Writes • Cite evidence of given text structure-graphic organizers • Pairs read • Stretch it questions 	<p>language and its impact</p> <p>Sentence Starters: "Because the author waited until...it surprised me that...happened." "Because the author waited until...to...it creates an effect of..." "The author starts like... because..." The author uses the literary technique of...to..."</p>	<p>Graphic Organizers: click here</p> <p>Extension Writing Topic: If Shakespeare had structured the text...then the plot would be different because...</p>	<p><i>Unit 4: Incorporate articles/research provided in Writing Unit 4 (Julius Caesar articles) into lessons.</i></p> <p>*Students can start to gather information for the writing unit/research project.</p>
<p>RL.10.6 Readers will draw on their literary experiences to analyze point of view or cultural</p>	<p>4.8 Readers will understand and make connections with historical and/or cultural experiences by reading and</p>	<p>Define cultural experience. Identify examples and non-examples of cultural experiences within a text.</p> <p>Questions to consider: What aspects of the time</p>	<p>Sentence Starters: "In the text...an example of a historical/cultural experience that has influenced the text</p>	<p>Characteristics of Historical and/or Cultural Experiences anchor chart Chart (visible for students) of the three biggest influences in</p>	<p><i>Connection to Writing Unit 4: Incorporate articles/research provided in Writing Unit 4</i></p>

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools	Writing Unit Connection(s)
experience(s) from a text.	annotating texts about Shakespeare's life	period in which Shakespeare was writing could/would influence his writing? Think-Pair-Share: 1) What are some characteristics of the time period? 2) How could these characteristics influence Shakespeare's writing?	is..." "A historical/cultural experience that has influenced the text is...it can be seen..." "Some characteristics of the time period this was written are..." "Characteristics of the time period can be seen..." "These characteristics of the time period influenced Julius Caesar when..."	Shakespeare's time (For example, religion, politics, etc.) Youtube Video: Shakespeare Brief and Naughty: click here	<i>(Renaissance and/or Elizabethan Era) into lessons.</i> *Students can start to gather information for the writing unit/research project.
	4.9 Readers will examine the author's historical and/or cultural experiences by highlighting and discussing cultural influences within a given text (<i>Julius Caesar</i>)	Cite textual evidence of historical/cultural experiences within <i>Julius Caesar</i> Questions to consider: -Where are the historical/cultural experiences reflected in <i>Julius Caesar</i> ? -How are the historical/cultural experiences reflected in <i>Julius Caesar</i> ?	T-Chart: Left Side-Textual Evidence Right Side-Why is it a historical/cultural influence?	Sentence Stems: -"I think that...is a historical/influence in <i>Julius Caesar</i> because..." -"It seems as...is a reflection of the Elizabethan Era in <i>Julius Caesar</i> . I think this because..." Youtube Video: Shakespeare Brief and Naughty: click here	<i>Connection to Writing Unit 4: Incorporate articles/research provided in Writing Unit 4 (Renaissance and/or Elizabethan Era) into lessons.</i> *Students can start to gather information for the writing unit/research project.
	4.10 Readers will analyze and explain the impact of Shakespeare's historical and/or cultural experiences on <i>Julius Caesar</i>	Quick Write: How are the author's historical/cultural experiences reflected in <i>Julius Caesar</i> ?	T-Chart: Left Side-Textual Evidence Right Side-Why is it a historical/cultural influence?	Sentence Stem: -"...is a historical/cultural influence in <i>Julius Caesar</i> . This affects the text..." Youtube Video: Shakespeare Brief and Naughty: click here	<i>Connection to Writing Unit 4: Incorporate articles/research provided in Writing Unit 4 into lessons.</i> *Students can start to gather information for the writing

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools	Writing Unit Connection(s)
					unit/research project.
RL.10.7 Readers will examine a key scene or character in different mediums and will identify critical elements that are included and that are absent. Embedded Speaking & Listening Standards: SL.10.2 SL.10.5	4.11 Readers will analyze Antony's funeral speech in text and in film clip of the same scene.	Formative Assessment/Quick Write: <ul style="list-style-type: none"> What are the similarities between Antony's speech in text and in film. What words does he emphasize? What is the tone? What is the crowd's reaction? 	Graphic organizer with partial information filled in: -similarities -differences Question Stems: -"What makes ...scene significant?" -"How is...perspective different from ...perspective?"	Different Mediums Table/Graphic Organizer (pg. 68) - click here Antony's funeral speech – click here Video-Analyzing The Representation of a Subject or Key Scene in Two Different Artistic Mediums - click here	<i>Unit 4: Incorporate articles/research provided in Writing Unit 4 (into lessons.</i> *Students can start to gather information for the writing unit/research project.
	4.12 Readers will analyze the representation of famous scenes of Julius Caesar (or other key scenes/points) by examining the cultural differences between the different creators/artists.	Formative Assessment/Questions: <ul style="list-style-type: none"> What are the cultural and historical implications represented by the two mediums (films)? Do both films convey and represent the integrity that Shakespeare had intended? 	Have students look at two different paintings that represent a key scene from <i>Julius Caesar</i> . Use the following question stems to analyze the art: -How do different cultures vary in the way they portray the same thing? -What are the cultural differences between the two versions of the same thing?	Extension: Analyze the time period in which the different representations of the same scene were created by examining the diverse world and culture of the time. Mankiewicz & Houseman's production of <i>Julius Caesar</i> Different Versions of famous scenes	<i>Unit 4: Incorporate articles/research provided in Writing Unit 4 into lessons.</i> *Students can start to gather information for the writing unit/research project.
RL.10.9 Readers will examine author's words to determine how the work transformed. Embedded Speaking & Listening Standards: SL.10.2	4.13 Readers will define and discuss examples of transformation from other texts	Shakespeare draws most of his historical information for Julius Caesar from two of Plutarch's works: The Life of Julius Caesar & The Life of Marcus Brutus. Identify parts of the story that Shakespeare left out and discuss possible explanations. Provide	Sentence Stems: "The definition of allusion is..." "An example of allusion can be seen in the text...when..."	The Life of Julius Caesar – Plutarch The Life of Marcus Brutus – Plutarch Difference between Plutarch's and Shakespeare's Caesar – click here	N/A

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools	Writing Unit Connection(s)
SL.10.3		evidence from the text			
	4.14 Readers will identify examples of allusion within <i>Julius Caesar</i> by highlighting textual evidence	Quick Write: How does the example(s) of allusion connect with the larger world? How does Shakespeare draw on and transform allusion within <i>Julius Caesar</i> ?	Chunk the Text: Pull out a quote/ example and have students explain why it is an example of allusion? -or- Give the explanation of why it is an allusion and have students find the textual evidence to support it.	Close Reading: click here	
<p><i>The following standards are embedded within the unit:</i></p> <p>RI.10.1 Readers will analyze an informational text using specific and thorough textual evidence. a. Readers will create meaningful questions for further exploration of the text.</p> <p>RI.10.2 Readers will determine and trace the central idea of informational text and provide specific details that support it.</p> <p>RI.10.3 Readers will identify how an</p>	4.15 Readers will analyze and discuss text by: -highlighting what the text says explicitly -making inferences based on textual evidence -exploring other texts on the same topic	Quick Write: “What does the author mean when he says...on page...?” “What is most likely the reason...did...? Include textual evidence to support your answer.” T-Chart/Venn Diagram: Connections between <i>Julius Caesar</i>	Graphic Organizers/Outlines for Gathering Ideas Details Question Stems: “What connections can we make between the article...and <i>Julius Caesar</i> “What evidence supports this?”	Argumentative Table (pg. 80) – click here Analyze how an author develops and supports his claims with evidence – click here Determine a text's central idea by analyzing the author's claims – click here	Connection to Writing Unit 4: Incorporate articles/research provided in Writing Unit 4 into lessons. *Students can start to gather information for the writing unit/research project.
	4.16 Readers will identify and analyze textual evidence of where a central idea emerges and develops by: -identifying themes -identifying patterns -highlighting textual evidence in chunks of text	Discussion: What is the central idea of the article? How does it relate to <i>Julius Caesar</i> ? How does the author develop and support this central idea?	Sentence Starters: “The central idea of the article is...” The central idea of the article relates to <i>Julius Caesar</i> because...” “The author starts discussing the central idea of...at the point where...”	Text Tagging <i>Strategies to Engage the Mind of the Learner</i> by Rachel Billmeyer	Connection to Writing Unit 4: Incorporate articles/research provided in Writing Unit 4 into lessons. *Students can start to gather information for the writing unit/research project.

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools	Writing Unit Connection(s)
<p>author develops his/her analysis and the connections that are made between his/her points.</p> <p>Embedded Speaking & Listening Standards: SL.10.1a SL.10.1c SL.10.1d SL.10.3 SL.10.4</p>	<p>4.17 Readers will examine the order in which points are made to determine:</p> <ul style="list-style-type: none"> -how points are made and developed by examining textual evidence -connections that are drawn between texts by identifying how points are made and developed 	<p>Graphic Organizer/Bell Ringer/Ticket out the Door:</p> <ul style="list-style-type: none"> -Lists points the author is trying to make -Textual evidence that supports each point -Impact order of points has on text -how this relates to <i>Julius Caesar</i> <p>Bubble Map: Identifying/Analyzing connections between articles and <i>Julius Caesar</i></p>	<p>Timeline:</p> <p>Students are given specific textual evidence (out of order) that supports the points the author is making. They are then asked to organize the information in a way that best supports that point</p> <p>Question Stem: "The author makes the point...This connects with <i>Julius Caesar</i> because..."</p>	<p>Thesis Table (Pg. 79)- click here</p>	<p>Connection to Writing Unit 4: Incorporate articles/research provided in Writing Unit 4 into lessons.</p> <p>*Students can start to gather information for the writing unit/research project.</p>
<p>RI.10.6 Readers will examine the author's point of view and how he/she uses rhetoric to advance the purpose.</p> <p>Embedded Speaking & Listening Standards: SL.10.3 SL.10.4</p>	<p>4.18 Readers will identify and examine examples rhetoric by highlighting specific chunks of text and asking "How do the examples of rhetoric advanced the plot?"</p>	<p>T-Chart:</p> <p>Left Column: Examples of Rhetoric Right Column: Explanation of how it (rhetoric) advances the plot</p> <p>Quick Write/Ticket out the Door:</p> <p>Using textual evidence, explain how the author's use of rhetoric advances the plot.</p>	<p>Mark Up the Text:</p> <ul style="list-style-type: none"> -underline examples of rhetoric -circle examples of how it affects the text 	<p>Rhetoric Graphic Organizer/Table (pg. 81)- click here</p>	<p>Connection to Writing Unit 4: Incorporate articles/research provided in Writing Unit 4 into lessons.</p> <p>*Students can start to gather information for the writing unit/research project.</p>
	<p>4.19 Readers will examine the author's point of view by asking: "What is the author's purpose?"</p>	<p>Quick Write:</p> <p>What is the author's view point about...? Is the author effective in conveying/advancing his point of view? How the author's purpose is supported by his/her point of view?</p>	<p>Question Stems: (Adapted from Examining Author's Purpose (A Guide))</p> <ul style="list-style-type: none"> -What is the author's perspective in this article? (author's point of view) -What does the author use to get his/her point 	<p>Examining Author's Purpose (A Guide)- click here</p> <p>Determine an author's point of view – click here</p>	<p>Connection to Writing Unit 4: Incorporate articles/research provided in Writing Unit 4 into lessons.</p> <p>*Students can start to gather information for the writing</p>

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools	Writing Unit Connection(s)
			<p>across? (author's point of view) -In the author's opinion, what should be done to: ____? (author's perspective) -What does the _____ represent in this selection? (author's perspective) -What is the author's purpose in this article? (author's purpose) -With which statement would the author of this article most likely agree? (author's perspective) -Which statement BEST describes the author's attitude toward ____? (author's perspective)</p>		unit/research project
RI.10.7 Readers will examine multiple mediums of a subject and identify unique details from each account. Embedded Speaking & Listening Standards: SL.10.2 SL.10.5	4.20 Readers will determine the key elements/details/ points to analyze when comparing two (or more) different mediums on the same subject.	Look at two different accounts of the same subject and complete the following graphic organizer: Left Column: What must be included in order to keep the same meaning? Right Column: What can be excluded or changed without changing the meaning?	Enrichment: Categorize Information from graphic organizer.	Tips for Teaching Visual Literacy for the Common Core: click here <i>Lifers Imitate Art in Prison – Set Shakespearean Docudrama “Caesar Must Die” – click here</i> Visual Literacy – (Glencoe Course 5 pg 413)	N/A
	4.21 Readers will analyze and discuss the representation of the Elizabethan Era by examining many	Formative Assessment/Quick Write/Ticket out the Door, etc.: <ul style="list-style-type: none"> How is the Elizabethan 	Pull out key words from print and media and write a GIST statement. Gallery Walk to examine different	<i>Kagan Cooperative Learning</i> by Dr. Spencer Kagan & Miguel Kagan <i>Making Content Comprehensible for</i>	<i>Connection to Writing Unit 4: Incorporate articles/research provided in Writing</i>

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools	Writing Unit Connection(s)
	different mediums (print and multimedia).	Era represented in print compared to a multimedia video?	portrayals of the same topic/subject.	<i>English Learners: The SIOP Model</i> by Jana Echevarri, MaryEllen Vogt & Deborah Short	<i>Unit 4 into lessons.</i> *Students can start to gather information for the writing unit/research project.
RI.10.8 Readers will examine an author's arguments and/or claims to determine the strength of the given arguments and/or claims Embedded Speaking & Listening Standards: SL.10.1a SL.10.1c SL.10.1d SL.10.3 SL.10.4	4.22 Readers will describe and evaluate the argument and claims in a given text by determining if there is enough strong evidence or if the evidence is false	Formative Assessment/ Writing/Discussion Prompt: Do you agree or disagree with the author? Use evidence from the article to support your answer. Discuss why the arguments are valid or invalid.	Sentence Starters: "The author is making the argument that...Evidence of this can be seen..." "There is (not) enough evidence to support the argument...This can be seen..." "A claim or argument is valid when..." "A claim or argument is invalid when..." "I agree/disagree with the author's claim/argument because..." "When the author says...it is valid/invalid because..."	Argumentative Table (pg. 80)- click here Thesis Table (Pg. 79)- click here	<i>Connection to Writing Unit 4: Incorporate articles/research provided in Writing Unit 4 into lessons.</i> *Students can start to gather information for the writing unit/research project.

Connected Writing Unit

Concept 1 Generating/Brainstorming	Concept 2 Researching	Concept 3 Planning and Drafting	Concept 4 Revising	Concept 5 Editing and Publishing
Outcome(s): Writers use a variety of strategies to generate questions for further research based on given topic	Outcome(s): Writers analyze and evaluate a variety of sources to acquire understanding of a student generated research question	Outcome(s): Writers thoughtfully draft a working document that meets the requirements of the writing task	Outcome(s): Writers employ a variety of strategies to skillfully revise writing to ensure diversity in word choice, sentence structure, and format to capture the audience's attention	Outcome(s): Writers review their document for grammatical and mechanical mistakes and publish final product
Teaching Point(s): 4.1, 4.2, 4.3, 4.4	Teaching Point(s): 4.5, 4.6, 4.7	Teaching Point(s): 4.8, 4.9, 4.10	Teaching Point(s): 4.11, 4.12, 4.13, 4.14	Teaching Point(s): 4.15, 4.16
CCLS: W.10.4	CCLS: W.10.6, W.10.7, W.10.8	CCLS: W.10.1, W.10.4 & W.10.5	CCLS: W.10.1 & W.10.5	CCLS: W.10.6

Writing Standards	Language Standards
<p>W.10.2: 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> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. 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> <p>W.10.4: Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.10.5: Develop and strengthen writing as needed by planning, revising,</p>	<p>L.10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p> <p>L.10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p>L.10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the</p>

<p>editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.</p> <p>W.10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>a. Explore topics dealing with different cultures and world viewpoints.</p> <p>W.10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<p>meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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Writing Rubric
N/A

Writing Assessment
<p>10th Grade Research Guidelines:</p> <p>Text: Julius Caesar</p> <p>Topic: History/Assassination/Betrayal/Patriotism</p> <ul style="list-style-type: none"> • Minimum of 20 slides • 6 sources (see Guidelines for Research Project) • Bib Cards and Note cards or photocopies of sources

- Thesis
- Outline
- Annotated Bibliography
- Final Project

Research Project:

Students should develop a question (or questions) for further research based on one of the topics listed below. Each project is designed so that students create a final project (instead of a paper) that he/she will present to the class in some fashion and an annotated bibliography for all sources using MLA format. It is expected that students will incorporate a minimum of four (4) sources provided in the "Texts for Research" and two (2) outside sources in his/her project and annotated bibliography. Students can work individually or in groups of two. Some ideas for presentations are: Powerpoint, Prezi, Glogster, Animoto, etc. Posterboard presentations will not be accepted at the 10th grade level.

For a Powerpoint Template with guiding information included [click here](#)

Requirements for all projects:

- MLA in text citation
- MLA works cited page
- MLA format annotated bibliography
- Completed project
- Visuals to accompany information

NOTE: Please see the "Texts for Research" section below for a variety of research materials for each option

Option 1: (adapted from Glencoe Course 5)	Option 2: (Adapted from Glencoe Course 5)	Option 3: (Adapted from listverse)
<p style="text-align: center;">HISTORY</p> <p>Julius Caesar tells the story of a momentous event in Roman history. From the founding of Rome in 753 B.C.E. to the overthrow of the last emperor of the Western Roman Empire in C.E. 476, ancient Rome had a huge impact on Western civilization. Students will research one aspect or accomplishment of the ancient Romans in the field of religion, architecture, engineering, art, literature, science, or political science. Create a presentation that includes illustrations, maps, drawings or photographs. Develop a thesis and support this thesis and support this thesis with evidence from primary and secondary sources.</p>	<p style="text-align: center;">ASSASSINATION</p> <p>The assassination of Julius Caesar is one of several well-known political assassinations throughout history. Have students research and create a project on other political assassinations, such as that of Archduke Francis Ferdinand of Austria in 1914, which was a contributing factor to World War I. They may also research the several attempts made to assassinate Adolf Hitler during World War II. Or they may choose to research one of the four American presidents who have been assassinated: Lincoln, Garfield, McKinley, and Kennedy. Develop a thesis and support this thesis and support this thesis with evidence from</p>	<p style="text-align: center;">BETRAYAL & PATRIOTISM</p> <p>Since the beginning of time, people have turned their backs on their companions and countries. First, traitors have different motives, ranging from the selfless to the totally selfish. Second, they have different intended consequences; while some are on the personal level, others may conspire to forfeit their nation to a foreign power for centuries to come. Finally, treason ranges from forgivable to the notoriously wicked. In Julius Caesar, Brutus has to choose between his loyalty to the Roman Republic and his loyalty to Caesar. Does patriotism justify murder? Find a contemporary Brutus who has acted criminally yet believes his</p>

	primary and secondary sources.	actions were justified on behalf of the good of the people. Develop a thesis and support this thesis and support this thesis with evidence from primary and secondary sources.
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Texts for Research	Resources
<p>Julius Caesar (Glencoe) Julius Caesar Saddleback Classics</p> <ul style="list-style-type: none"> • The Art of Argumentation! Julius Caesar Teacher Guide • No Sweat Shakesphere – Resources to Teach • No Fear Shakesphere • Folger Shakesphere Library • Primary Sources • More Recommended Links • PBS • http://www.eyewitnesstohistory.com/ <p>*LIVEBINDERS – click here</p> <p><i>Livebinder is an electronic binder system that was created to include all Julius Caesar research materials in one central location. Students can access this folder in school or at home.</i></p> <p><i>Please Note: Some of the links below link you directly to articles while some of them link to a site with many other links on the same topic. Students are required to use at least one source not located in the list below.</i></p> <p>HISTORY - Option 1 Resources</p> <ul style="list-style-type: none"> • http://rome.mrdonn.org/achievements.html • http://www.buzzle.com/articles/ancient-roman-achievements.html • http://www.roman-empire.net/children/achieve.html • History Reference Center (SCSD Library Database under Social Studies) • History.com • SCSD Library Links Database <p>ASSASSINATION - Option 2 Resources</p> <ul style="list-style-type: none"> • Excerpts from John Wilkes Booth's diary, where the infamous assassin (and professional actor) paints himself as an American hero and compares himself to Brutus after shooting President Abraham Lincoln. 	<ul style="list-style-type: none"> • MLA Formatting and Style Guide • Research – Writing Handouts • Research Survival Guide • Research Paper Student Handbook • Scaffolding Research Information Graphic Organizer • A+ Research and Writing

- [Assassinations and Attempts in the U.S. Since 1865](#)
- [Assassinations and Attempts](#)
- [Britannica Annals of American History](#) (SCSD Library Database under Social Studies)
- [ABC CLIO Database](#) (SCSD Library Database under Social Studies)
- [History.com](#)
- [NBC Learn](#)

BETRAYEL & PATRIOTISM - Option 3 Resources

- [ABC's Twelve Worst Betrayers](#)
- [Debate – Is Patriotism Justified](#)
- [American Brutus – The Lone Gunman](#)
- [Book Discussion – C-SPAN – American Brutus](#)
- [10 Notable Traitors in History](#)
- [Is Our Patriotism Moral?](#)
- [Britannica Annals of American History](#) (SCSD Library Database under Social Studies)
- [ABC CLIO Database](#) (SCSD Library Database under Social Studies)
- [History.com](#)
- [NBC Learn](#)

Please note: When using some of the resources in the SCSD Library Links database you may need to use the district log in. Please see your librarian if you need any help.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> • Literary themes transcend time. • We write to convey ideas. • Writing is a process. • Research is a process. • We use a variety of resources to obtain information and enhance understanding. • New information may result in a new idea or a change of stance. 	<ul style="list-style-type: none"> • What are the habits of highly effective researchers? • What are the habits of highly effective research writers? • What writing structures/formats are useful for effective research writing? • How does the organization of information impact the effectiveness of its communication? • How does what I am researching relate to Julius Caesar?
Vocabulary	Anchor Charts
<ul style="list-style-type: none"> • Plagiarism • Citing/Citation • MLA • Paraphrasing • Analysis • Bias 	<ul style="list-style-type: none"> • Presentation Do's & Don'ts • MLA • Plagiarism • Paraphrasing • Annotated Bibliography Anchor Chart- • Annotated Bibliography More Information -

<ul style="list-style-type: none"> • Evaluate • Research • Thesis • Claim 	<ul style="list-style-type: none"> • http://owl.english.purdue.edu/owl/resource/614/01/ • Thesis • Claim • Plagiarism Anchor Chart
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Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
Generating / Brainstorm	4.1 Writers of research study published research essays/papers paying close attention to ways that authors entice readers to learn about a topic	Students are able to accurately identify the following in sample research projects and/or papers: <ul style="list-style-type: none"> • Thesis • Claims • Evidence • (Correct) Citing • Paraphrasing • Plagiarism 	Provide a sample research project with notation (MLA format) Display a color-coded anchor chart that identifies/defines: <ul style="list-style-type: none"> • Thesis • Claims • Evidence • (Correct) Citing • Paraphrasing • Plagiarism 	Thesis Statements vs. Topic Sentences (an interactive PowerPoint): click here Identifying Claims and Reasons: click here
	4.2 Research writers generate ideas about a topic by asking: What are the goals of this project? What are some important issues? What needs to be included in this project?	Students are able to answer the following questions about their topic: "To whom am I writing and what do they know about this topic?" "What opinions/attitudes do they likely hold?" "Am I writing to inform? To argue? Both?" "What information/evidence might my audience find interesting?"	Students will access Social Studies, LMS and English teachers to clarify understanding of the project, generate ideas and brainstorm a list of research materials Inside Outside Circle or Think-Pair-Share to generate and clarify ideas	Generating Topics/Brainstorming: Option 1: click here Option 2: click here <i>A Writer's Reference with Resources for Multilingual Writers and ESL</i> by Diana Hacker and Nancy Sommers
	4.3 Research writers generate a focused research question by analyzing the topic and requirements of the project	Students generate a focus question that: <ul style="list-style-type: none"> • Is not too broad • Is not too narrow • Can be answered through research 	Guided questions development: -Does your question state the focus of your research project? -Does your question direct where to go next?	Generating Research Questions: click here Generating Topics/Brainstorming: Option 1: click here Option 2: click here

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
	4.4 Research writers generate a thesis statement by turning their focused research question into a statement that states a position (or a proposed answer to the research question)	<p>Students generate thesis statements on a variety of topics.</p> <p>Students generate thesis statements on their topics.</p>	<p>Questions to Consider:</p> <p>-Will I have enough evidence to support my thesis statement?</p> <p>- Is my thesis statement interesting enough to hook my audience's attention?</p> <p>Thesis Statement Builder</p>	<p>Brain Pop on Citing sources</p>
Researching	4.5 Research writers evaluate sources by checking facts, validating an author's credentials, noting the publisher or website sponsor, checking the publishing date	<p>Evaluating the text:</p> <p>Author</p> <ul style="list-style-type: none"> • Have you heard of her? • Cited in other books on subject? • Affiliated with a university? • Organizational affiliations? <p>Publisher</p> <ul style="list-style-type: none"> • Published by a popular press/university press? <p>Date of publication</p> <ul style="list-style-type: none"> • If researching current issues, what is the most up to date info. • Has the work been translated? • Is there more than one copyright date? <p>*Students create an annotated bibliography</p>	<ol style="list-style-type: none"> 1. Who is responsible for this site? 2. What are his or her credentials? 3. Have the authors documented their own sources? 4. What is the domain name? Does it end in: .com, .gov, .edu, .org, or .net? 5. Who else links to the site? You can perform a link check in Google by entering "link:webaddress" in the search box. Is it linked to other reliable sites? 6. Would you include this site in a bibliography? <p>Annotated Bibliography Template</p>	<p>Evaluating Print sources</p>

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
	4.6 Research writers gather and categorize facts and ideas by creating an organizational structure	Information is clearly organized using one of the four formats: <ul style="list-style-type: none"> • Clustering • Sequential Diagrams • Concept Mapping • Tables and Charts • Timelines 	Help students identify which types of graphic organizers would best suit their research needs.	Graphic Organizers
	4.7 Research writers collect ideas from multiple sources (both primary and secondary); make decisions about how much and what kind of information to record from each source	Source cards (pg 45&46 – research survival guide) <ul style="list-style-type: none"> • Contains bibliographic information about the source • Bibliographic information includes: author (last name, first name), title, place the work appeared, place it was published, publisher, date (pg. 45) • What is a primary source? What is a secondary source? (Anchor Chart) • Secondary sources provide interpretations of primary data. Research log – pg. 43 (research paper survival guide) <ul style="list-style-type: none"> • Author • Title • Publication name • Publisher and publication location 	Anchor chart of “source card” Give students a topic with a list of sources attached and have them differentiate between primary and secondary.	Survival guide

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
	4.8 Research writers begin to organize their essays/papers and/or projects by creating an outline	<p>Is the information:</p> <ul style="list-style-type: none"> Organized and collected in subsections to best teach the reader? Organized to state the larger, more general ideas before getting to the more specific details? Does the information in the outline flow smoothly and provide for natural transitions? 	Research Scaffold	
Planning & Drafting	4.9 Research writers make a plan for the text features that will support their pieces such as illustrations, diagrams, charts, and sidebar definitions	<p>Has the researcher: Synthesized information by grouping similar bits of information together?</p> <p>Can the researcher find: Patterns, themes or trends? The key points?</p> <p>Do the text features support: Key points? Themes? Trends? Sequence of ideas?</p>	<p>Examples of visuals to include in project: -graphs -pictures -maps</p> <p>Where to find support visuals: -newspapers -web -textbooks -articles</p>	Text Features Powerpoint
	4.10 Research writers distinguish their own ideas from the ideas of others by quoting, paraphrasing, and/or summarizing all source materials and citing to let readers know where the information came from	<p>How do I know whether to paraphrase or quote? (pg 33 – Research paper survival guide)</p> <p>What is the difference between a quotation and paraphrase?</p> <ul style="list-style-type: none"> Show examples – pg. 33(research paper survival guide) Discuss differences <p>How do I know whether to paraphrase or quote? (pg 33 – Research paper survival guide)</p>	<p>When might you paraphrase? (taken from UNC Writing Center)</p> <ul style="list-style-type: none"> When you are supporting a particular point/fact When you want to present a writer's view on a topic that differs from yours Create graphic organizer (t-chart/anchor chart) using key words to describe each 	UNC Handouts

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
Revising	4.11 Research writers revise their writing by checking that their non-fiction text features support and clarify ideas	Questions for Revision: <ul style="list-style-type: none"> Does the information I included in my project support the ideas that I am conveying? Is the information included in the correct place? Is there a place where I should include evidence to support the ideas that I am conveying? 	Checklist: <ul style="list-style-type: none"> -Do my visuals support the information that I am presenting? -Have I cited information that is not my own? Is it embedded within my presentation? -Have I correctly paraphrased? 	Informational Text Features – “Feature” & “Helps the Reader”
	4.12 Research writers revise the introduction/thesis statements making sure that they convey expertise and draw readers in from the start	Questions to consider: <ul style="list-style-type: none"> Does my introduction entice my audience? Does it grab my audience's attention? Is my thesis clear and easy to identify? Does my introduction sound credible using an academic? 	Have peers identify each other's thesis statements in their projects. Have peers revise each other's introductions.	Refer to teaching points and instructional resources for teaching points 4.4
	4.13 Research writers revise their conclusions, taking care to restate the thesis, summarize important information and leave the reader with big ideas	Questions to consider: <ul style="list-style-type: none"> What important information should be summarized in the conclusion/ending? Have I summarized the important information in the conclusion/ending? Is the thesis restated (different wording) in the conclusion/ending? Have I accomplished what I planned to throughout the project/paper? Have I left the audience with big ideas? 		Revising Drafts
	4.14 Research writers revise their work to ensure smooth transitions between sections and subsections	Questions to consider: <ul style="list-style-type: none"> Does my project smoothly transition from one idea to the next? Does it follow my outline? How can I tell my project smoothly transitions from one idea to the next? 	Provide transition stems (see Resources)	Transitions

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
Editing & Publishing	<p>4.15 Writers will polish their writing by correcting any errors in spelling, capitalization, grammar, etc.</p> <p>*Also, see Language Standard 10.2 (above)</p>	<p>Peer/Individual Editing for:</p> <ul style="list-style-type: none"> • Capitalization • Punctuation • Spelling • Is MLA citation correctly infused? • Is information paraphrased correctly? • Is there any evidence of plagiarism? • Is the MLA Works Cited page formatted correctly? • Various types of phrases and clauses • Do conventions enhance meaning and voice? • Is the project clear, direct, and to the point? • Is enthusiasm for the topic clear/evident? • Is the writer eager to present the project? • Is it ready to be presented? 	<p>One on one support with teacher/support staff</p> <p>Editing checklist for: -capitalization -punctuation -spelling -grammar -MLA citations -Works Cited page</p>	<p>MLA Formatting and Style Guide</p> <p>Plagiarism Anchor Chart</p> <p>Preventing Plagiarism Guidelines</p>
	4.16 Writers will demonstrate an effective use of technology to publish an individual writing product	<ul style="list-style-type: none"> • Produce & publish final project 		Animoto, Glogster, Powerpoint, Prezi
Final Assessment	Writers present final research products	Students complete a presentation that reflects his/her understanding of the topic, project and its requirements		