



Grade 11 Quarter 03 Writing Unit

Informational (Research) Writing & Oral Presentation

Writing Standards: W.11.2, W.11.6, W.11.7, W.11.8, W.11.9

Language Standards: L.11.2, L.11.3, L.11.4, L.11.5, L.11.6

Speak & Listening Standards: SL.11.3, SL.11.4, SL.11.5

Unit Overview

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.

Concept 1 Generating and Brainstorming	Concept 2 Researching	Concept 3 Planning and Drafting	Concept 4 Revising	Concept 5 Editing and Publishing
<p>Outcome(s):</p> <ul style="list-style-type: none"> • Research writers generate a list of topic ideas by brainstorming some important issues of social class injustice. • Research writers outline the goals they have for their paper. 	<p>Outcome(s):</p> <ul style="list-style-type: none"> • Research writers evaluate sources by checking facts, validating an author's credentials, noting the publisher or website sponsor, checking the publishing date. 	<p>Outcome(s):</p> <ul style="list-style-type: none"> • Research writers thoughtfully draft a working document that meets the requirements of the writing task. 	<p>Outcome(s):</p> <ul style="list-style-type: none"> • Writers employ a variety of strategies to skillfully revise writing to ensure diversity in word choice, sentence structure, and format. 	<p>Outcome(s):</p> <ul style="list-style-type: none"> • Writers review their document for grammatical and mechanical errors and publish final product
<p>Teaching Points: 3.1, 3.2, 3.3, 3.4</p>	<p>Teaching Points: 3.5, 3.6, 3.7</p>	<p>Teaching Points: 3.8, 3.9, 3.10</p>	<p>Teaching Points: 3.11, 3.12, 3.13, 3.14</p>	<p>Teaching Points: 3.15, 3.16</p>
<p>CCLS W.11.2</p>	<p>CCLS: W.11.7,W.11.8,W11.9</p>	<p>CCLS: W11.2, L.11.2, L.11.3</p>	<p>CCLS: W11.2, L.11.2, L.11.3, L.11.4, L.11.5, L.11.6</p>	<p>CCLS: W.11.6, L.11.2, L.11.3</p>

WRITING STANDARDS	
<p>Writing Standards: W.11.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and</p>	<p>Language Standards: L.11.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions.</p>

accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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.11.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11.7: 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.11.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and

b. Spell correctly.

L.11.3 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. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 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., *conceive*, *conception*, *conceivable*).

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, its etymology, or its standard usage.

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.11.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

L.11.6 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 & Listening Standards:

SL.11.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,

overreliance on any one source and following a standard format for citation.

W.11.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11.5 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.

The Harlem Renaissance was the name given to the cultural, social, and artistic explosion that took place in Harlem between the end of World War I and the middle of the 1930s. During this period Harlem was a cultural center, drawing black writers, artists, musicians, photographers, poets, and scholars. Many had come from the South, fleeing its oppressive caste system in order to find a place where they could freely express their talents. Among those artists whose works achieved recognition were Langston Hughes and Claude McKay, Countee Cullen and Arna Bontemps, Zora Neale Hurston and Jean Toomer, Walter White and James Weldon Johnson. W.E.B. Du Bois encouraged talented artists to leave the South. Du Bois, then the editor of THE CRISIS magazine, the journal of the NAACP, was at the height of his fame and influence in the black community. THE CRISIS published the poems, stories, and visual works of many artists of the period. The Renaissance was more than a literary movement: It involved racial pride, fueled in part by the militancy of the "New Negro" demanding civil and political rights. The Renaissance incorporated jazz and the blues, attracting whites to Harlem speakeasies, where interracial couples danced. But the Renaissance had little impact on breaking down the rigid barriers of Jim Crow that separated the races. While it may have contributed to a certain relaxation of racial attitudes among young whites, perhaps its greatest impact was to reinforce race pride among blacks.

-- Richard Wormser

http://www.pbs.org/wnet/jimcrow/stories_events_harlem.html

Inquiry Based Research Paper:

[Posing Inquiry Based Questions](#) (p.9)

Students should develop questions/issues to research that relate to Richard Wright's work during the Harlem Renaissance. Inquiry-based questions should provoke thought and allow students to investigate a complex idea or issue. Teachers will need to take great care in assisting students with development of an inquiry-based question.

Possible Topics Might Include:

- Racism in the 1930s
- Communism in the 1930s
- Emergence of Harlem, NY as the epicenter for African American artists, musicians and writers
- The Jazz Age

An Inquiry Based Question Example:

- How did the Harlem Renaissance redefine the American Dream for African Americans? [click here](#)
***Using the text read, as well as other texts and poetry within the unit, students conduct research to help lead them through their investigation.**

Research Requirements:

#1) Paper:

- 3-4 typed, size 12 font, New Times Roman, double spaced pages
- 4-5 sources
- Source cards
- Thesis
- Outline
- Rough draft with works cited (MLA)
- Annotated bibliography
- Final paper
- MLA in text citation
- MLA works cited page
- MLA format annotated bibliography
- Completed research paper
- Visuals to accompany information

#2) Oral Report:

- 3 to 5 minute oral report on chosen research topic
- Visuals to accompany information (ie. Power Point, Prezi, Animoto, or Glogster)

Focus Text(s)	Resources
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<p><u>Native Son</u> by Richard Wright</p> <ul style="list-style-type: none"> • Purdue MLA Writing Lab: click here • UNC Writing Center: click here 	
<p>SCSD Library Links Databases – you may need to log in to use these resources. See your librarian for help if you need it.</p> <ul style="list-style-type: none"> • Britannica Annals of American History click here • History Reference Center 	
<p>Big Ideas Essential Questions</p>	
<ul style="list-style-type: none"> • We write to convey ideas. • Research writing is a process. • We use a variety of resources to obtain information a enhance understanding. • New information may result in a new idea or a change in stance. • Researching the time period in which an author writes a work provides a deeper understanding of that work. <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 the communication? 	
<p>Vocabulary Anchor Charts</p>	
<ul style="list-style-type: none"> • Plagiarism • Citing/Citation • MLA • Paraphrasing • Analysis • Evaluate • Research • Thesis 	<ul style="list-style-type: none"> • Claim • Bias • Coherent • Credibility • Rhetoric • Ethos • Pathos • Logos <ul style="list-style-type: none"> • Presentation Do's & Don'ts • MLA • Plagiarism click here • Paraphrasing • Research • Annotated Bibliography • Thesis • Claim

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
Generating / Brainstorm	3.1 Writers of research study published research papers, paying close attention to the type of rhetoric.	Students use a graphic organizer or annotation to analyze a piece of research. Students identify the works main components (thesis, claim, evidence, citation).	Sample research paper with notation (MLA format): click here	Thesis Statements vs. Topic Sentences (an interactive PowerPoint): click here Identifying Claims and Reasons: click here
	3.2 Research writers consider their audience and	Students ask themselves the following questions in order to focus	Teacher conference to go over	Generating Topics/Brainstorming: Option 1: click here

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
	purpose.	their research and writing: <ul style="list-style-type: none"> • Who will be the audience of my research and what do they already know about the topic? • What information/evidence might my audience find interesting. • Do I intend to inform, argue, and/or persuade? 	understanding of the guidelines of the project. Think-Pair-Share in order to generate ideas.	Option 1: click here <i>A Writer's Reference with Resources for Multilingual Writers and ESL</i> by Diana Hacker and Nancy Sommers
	3.3 Research writers generate a focused research question by analyzing the topic and requirements of the project.	Students generate a question that can be answered through their research.	Questions to guide question development: <ul style="list-style-type: none"> • 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
	3.4 Research writers develop a thesis statement.	Students generate an assertion/thesis on their individual chosen topic.	Practicing Thesis Statements: click here Thesis Statement Builder: click here Questions to consider: -Will I have enough evidence to support my thesis statement? -Will my assertion catch my audiences' attention	Identifying weak and strong thesis statements: click here Thesis Statement vs. Research Question: click here
	3.5 Research writers evaluate sources by validating an author's credentials, noting the	Students check their sources using the CRAP test: Currency	Annotated Bibliography Template: click here	CRAP test: click here Evaluating Sources: click here Gathering Information: click here

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
Researching	publisher or website sponsor, and checking the publishing date.	<ul style="list-style-type: none"> • <i>How recent is the information?</i> • <i>How recently has the website been updated?</i> • <i>Is it current enough for your topic?</i> <p>Reliability</p> <ul style="list-style-type: none"> • <i>What kind of information is included in the resource?</i> • <i>Is content of the resource primarily opinion? Is it balanced?</i> • <i>Does the creator provide references or sources for data or quotations?</i> <p>Authority</p> <ul style="list-style-type: none"> • <i>Who is the creator or author?</i> • <i>What are the credentials?</i> • <i>Who is the publisher or sponsor?</i> • <i>Are they reputable?</i> • <i>What is the publisher's interest (if any) in this information?</i> • <i>Are there advertisements on the website?</i> <p>Purpose/Point of View</p> <ul style="list-style-type: none"> • <i>Is this fact or opinion?</i> • <i>Is the creator/author trying to sell you something?</i> • <i>Is it biased?</i> <p>Students create an annotated bibliography</p>		<p>Evaluating Print Sources: click here</p> <p>What's an annotated bibliography? click here</p>
	3.6 Research writers gather their research information and begin to categorize facts and ideas by creating an organizational structure	<p>Students organize information using one of the following methods:</p> <ul style="list-style-type: none"> • Clustering • Sequential diagrams • Concept mapping • Tables/charts 	Citation Table (pg. 69): click here	<p>Gathering Information: click here</p> <p>Clustering: click here</p> <p>Sequential Diagrams: click here</p> <p>Concept Mapping: click here</p>

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
	3.7 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.	<p>Source cards (pg. 45 & 46 – Research Survival Guide)</p> <ul style="list-style-type: none"> • Includes 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? • Secondary sources provide interpretations of primary data. <p>Research log – pg. 43 (Research Paper Survival Guide)</p>	<p>Finding, Reviewing and Evaluating Books, Journal Articles and Web Sources: click here</p>	<p>Research Paper Survival Guide: click here</p> <p>Gathering Information: click here</p> <p>Source Notes: click here</p>
Planning & Drafting	3.8 Research writers begin to organize their papers by creating an outline	Students use an outline to organize their research papers.	<p>Provide students with a partially filled in outline as a guide</p> <p>Visual of a completed outline (exemplar)</p> <p>Research scaffold: click here</p>	Preparing to Write: click here
	3.9 Research writers make a plan for the text features that will support their papers such as illustrations, diagrams, charts, and sidebar definitions.	Writers evaluate their organizational plan and consider the following: How similar information is grouped, the sequence of ideas, text features, themes and key ideas.		Preparing to Write: click here
	3.10 Research writers distinguish their own ideas from the ideas of others by quoting, paraphrasing, and/or summarizing all	<p>How do I know whether to paraphrase or quote? (p.33 – Research paper survival guide)</p> <p>What's the difference between</p>	<p>When should you paraphrase instead of quote? "Evidence": click here</p>	<p>Evidence: click here</p> <p>Paraphrasing: click here</p>

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
	source materials and citing the sources accurately and appropriately.	quotation and paraphrase? Show examples (pg. 33 Research Paper Survival Guide) MLA Documentation Practice: click here		
Revising	3.11 Research writers revise their writing by checking that their non-fiction text features support and clarify ideas	Writers evaluate whether the information they cited effectively supports their thesis. Writers evaluate whether they need to include more evidence to support the ideas they are conveying.	Checklist: Have I cited throughout the entire paper? Have I correctly paraphrased? Are my ideas clear and concise?	A Writer's Reference by Diana Hacker
	3.12 Research writers revise the introduction/thesis statements making sure they convey expertise and draw the reader's attention.	Does my introduction catch the reader's attention? Is my thesis clear? Does my introduction sound credible?	Have peers identify each other's thesis statements in their projects. Have peers make suggestions on how to revise each other's introductions.	
	3.13 Research writers revise their conclusions, taking care to restate the thesis, summarize important information and leave the audience with big ideas	What important information should be summarized in the conclusion? Is my thesis restated?		Writing Conclusions: click here
	3.14 Research writers revise their work to ensure smooth transitions between sections and subsections	Questions to consider: Does my paper smoothly transition from one idea to the next? Does it follow my outline?	Transition Practice: click here Transition Practice: click here	Transition Checklists: Option 1: click here Option 2: click here Option 3: click here

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
Editing & Publishing	3.15 Research writers polish their writing by correcting any errors in spelling, capitalization, grammar, etc.	Peer/Individual Editing: <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? 	One on one support with teacher/support staff Editing checklist for: -capitalization -punctuation -spelling -grammar -MLA citations -Works Cited page	Editing Checklist: click here MLA Checklist: click here See the “Research Handbook” in the Resources section above
	3.16 Research writers demonstrate an effective use of technology to publish their final paper.	Produce/publish final paper.		Animoto, Glogster, PowerPoint How to make a PowerPoint: click here Youtube Video: click here
Final Assessment	Writers complete final research paper and oral report.	Demonstrating their expertise on their researched topic, students complete their final paper and present an oral report.		