

Course Name: English 10/[Honors]

Unit Name: What is freedom?

Unit Overview

Summarize the content of this unit, the purpose for learning this content, and the work students will do to master this content

Students will learn skills that are used to think critically about the structure of text and what it's saying. Students will learn how to annotate, close read, summarize, and synthesize information that they take in from their readings. They will also apply writing skills by writing personal responses, persuasive essays, poems, and short stories. Students will use a variety of mediums such as books, articles, poems, songs, photos, and documentaries to recognize complexities surround one idea (freedom). They will learn how to recognize the introduced texts' meanings and details. They will learn critical reading strategies, and apply readings to real-life applications. The product of the unit will be a book of students writing that will be sold in Pages Bookshop in Detroit.

1- 3 Big Ideas

-What is the "big idea?" that we want students to understand around this topic?
-What will students come to understand if they really understand this content well?

1 – 3 Essential Questions

What important questions are raised by this topic? What questions will guide inquiry into the important ideas?

1. Freedom has responsibilities
2. There are different conditions and circumstances that can restrict freedom: physical, mental, etc.

1. What is freedom?
2. Does telling our story (or having the ability to do so) give us freedom?
3. Does having the *ability* to make choices give us freedom?

College Prep Performance Task(s)

A college preparatory task asking students to synthesize what they learned during the unit. It should draw on the big idea(s) and essential question(s).

An anthology of poems, short stories, and essays depicting Ben Carson High School students' understandings of freedom.

Time Frame	Major Anchor Tasks	Standards	Resources
How long will students work on each particular task in this unit?	What are the smaller tasks that ultimately culminate into the CPPT?	What standards will you cover in each particular task?	What texts, videos, materials, etc. will you use to teach these standards and prepare students to complete the specific task?
2 Weeks	Persuasive Essay	<p>Craft and Structure: CCSS.ELA-Literacy.RL.9-10.4 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). CCSS.ELA-Literacy.RL.9-10.5 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. CCSS.ELA-Literacy.W.9-10.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-Literacy.W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented. CCSS.ELA-Literacy.W.9-10.2.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. CCSS.ELA-Literacy.SL.9-10.1 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.</p>	<p>Journals "Moving Target" by Lemn Sissay Persuasive Essay Topics Essay Rubric Essay Brainstorm Sheets Google Drive Folder for Students</p>
1 Week	Write a poem depicting freedom (or the breach of freedom)	<p>CCSS.ELA-Literacy.RI.9-10.7 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. CCSS.ELA-Literacy.W.9-10.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>Journals "Humans of New York" photos "We Wear the Mask" poem & activity Compare/Contrast "Moving Target" and "We Wear the Mask" Malcom X's excerpt "I Am Malala" excerpt</p>
2 Weeks	Write a short story depicting freedom (or the breach of it)	<p>CCSS.ELA-Literacy.RI.9-10.7 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. CCSS.ELA-Literacy.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-Literacy.W.9-10.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>Journals "Crazy Love" article "Crazy Love" documentary Post Secret activity "Stressed Out" lyrics and song by Twenty One Pilots Elements of a Short Story worksheet "Millions Enslaved Throughout the World" article "Muslim Hijabs" article "Mural Banned" article "Create Your Own Freedom or Design Your Own Cage" "It's Your World: Get Informed, Get Inspired, Get Going!" by Chelsea Clinton</p>
1 Week	Students will peer edit their writing	<p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)</p>	<p>Journals Peer Edit Worksheets Personal Revision Worksheets</p>
1 Week	Students will interview someone who may have had an experience where his/her freedom was challenged.	<p>CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Journals "The Bridge" Documentary Kevin Hines's Interview Developing Interview Questions Notes</p>
1 Day	Students will write a question layered enough to force an adult to think in regards to what they (the students) have learned	<p>CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	
1 Day	Students who have been selected as a part of the anthology that will be sold in Pages Bookstore will attend the launch party to read and sign books	<p>CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
Following Classes after book publishing	Students will watch and discuss various videos and articles Students will create a final product demonstrating freedom: artistic, photographic, writing, etc.		<p>"I Took a Pill in Ibiza" song Detroit Graduates video How to be an Explorer of the World activity DPS articles "Changing the World Begins with You" video "Why Reading is Important" video</p>
		other standards:	