

Unit 1A: Mysteries and Complex Thinking

Essential Questions:

- How can we analyze a text from the perspective of theme?
- How do authors create and develop themes, plots, and complex characters?
- How do authors create mystery, tension, or suspense within a text?
- What makes an argument logical?
- How do we craft arguments that are both valid and sound?
- How do we write with narrative technique and logical reasoning?

WALT:

- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme within a mystery text.
- Analyze how an author's choices concerning how to structure a text or order events create effects such as mystery, tension, or surprise.
- Understand deductive and inductive reasoning.
- Understand the validity and soundness of logical arguments.
- Use logical reasoning to make correct inferences, craft arguments, and think critically about arguments.
- Write narratives to develop a mystery using effective technique, relevant descriptive details, a well-structured plot, and logical reasoning.

CCSS:

- RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- 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.
- RI.9-10.8 - Identify false statements and fallacious reasoning.
- 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.

Assessments:

- Students will write narrative mystery stories that demonstrate effective literary structure and technique, as well as effective logical reasoning.
- Students will read mystery novels and analyze them through literature circle discussions.
- Students will be tested over reasoning skills, including deductive and inductive logic, logical fallacies, and argumentation.

Unit 2A: Civil Rights

Essential Questions:

- How does change occur within societies?
- How does the philosophy of nonviolence create pressure for change within a society?
- How does human nature desire change and resist change?
- How can rhetoric create change within a society?
- How do we analyze the rhetorical techniques and goals of a speaker or text?
- How can we analyze a text from the perspectives of cultural power?

WALT:

- Understand the context and goal of the Civil Rights Movement.
- Evaluate the strategies used to promote change during the Civil Rights movement, considering how each one contributed to change.
- Analyze rhetorical techniques in historically significant speeches, explaining how they impact the meaning of a text and advance the author's point of view and purpose.
- Understand the impact that rhetoric has on change.
- Understand the impact that nonviolent protest has on change.

CCSS:

- CCSS.ELA-LITERACY.RI.9-10.6: 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.
- CCSS.ELA-LITERACY.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts.
- SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change.
- SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.
- SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

Assessments:

- Students will read civil rights texts and analyze them through literature circle discussions.
- Students will be tested over rhetorical techniques.
- Students will engage in a Socratic Seminar that closely analyzes an author's rhetoric in a historical speech about civil rights.

Unit 3A: The Rhetoric of the Cold War**Essential Questions:**

- What is ideology?
- How is ideology developed and spread within a society?
- How does the struggle for ideological preeminence impact the world and create the potential for conflict?
- How do societies use rhetoric to promote and sustain their ideological values?

- How do we analyze the rhetorical techniques and goals of a speaker or text?

WALT:

- Analyze the factors and historical context that influenced the perspectives of people during The Cold War.
- Understand the concept of ideology and understand the ideological battle of the Cold War and its impact on society.
- Analyze how the United States and the Soviet Union used rhetoric to promote their ideological values.
- Analyze rhetorical techniques, explaining how they impact the meaning of a text and advance the author's point of view and purpose.

CCSS:

- CCSS.ELA-LITERACY.RI.9-10.6: 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.
- CCSS.ELA-LITERACY.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts.
- SS.H.10.9-12: Analyze the causes and effects of global conflicts and economic crises.
- SS.H.5.9-12: Analyze the factors and historical context that influenced the perspectives of people during different historical eras.

Assessments:

- Students will create their own propaganda campaign, utilizing argumentative and propaganda techniques.
- Students will be tested over the history of the Cold War, drawing connections between major conceptual ideas and analyzing the rhetoric of a speech in a timed writing.

Unit 4A: Culture and Continuity

Essential Questions:

- What is human nature?
- How does human nature remain unchanged and drive continuity throughout history?
- How does a text reveal the major historical and cultural issues within a time period?
- How do modern readers approach and interpret texts that represent the values of a different time period?
- How do we analyze challenging texts from both historical and moralistic perspectives?

WALT:

- Analyze a text from both a moralist and historicist perspective.
- Understand the history of Anti-semitism and how it is reflected in Merchant of Venice.
- Understand the concept of human nature.
- Decode and comprehend a complex text using various reading strategies.
- Analyze how a particular cultural point of view is reflected in a work of literature.

- Analyze how an author’s use of language contributes to meaning and tone.
- Analyze how characters develop a theme and advance the plot.

CCSS:

- CCSS.ELA-LITERACY.RL.9-10.6: 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.
- RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- 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.
- SS.Psy.5.9-12 Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
- SS.H.2.9-12: Analyze change and continuity within and across historical eras.

Assessments:

- Students will engage in a Socratic Seminar that engages in literary criticism of “Merchant of Venice” from the perspectives of historicism and moralism.
- Students will read Shakespeare’s “Merchant of Venice” and write an analysis of human nature within the text.

Unit 5A: Genocide

Essential Questions:

- What is genocide?
- What is the connection between human nature and genocide?
- How do historical, psychological, and cultural forces lead to genocide?
- How can we analyze a text from the perspective of psychology?

WALT:

- Understand the complex political, economic, and historical factors that led to the Holocaust.
- Engage in sustained research and synthesize multiple information in order to gain a complex understanding of a topic.
- Write a focused research paper.
- Draw connections between literary texts and historical research.
- Understand how the continuity of human nature leads to patterns throughout history.

CCSS:

- CCSS.ELA-LITERACY.RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- CCSS.ELA-LITERACY.W.9-10.7: Conduct short as well as more sustained research projects; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- SS.H.5.9-12. Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
- SS.H.12.9-12. Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

Assessments:

- Students will conduct sustained research about 20th century genocides and write a research paper synthesizing multiple sources on the subject.
- Students will read texts discussing various 20th century genocides and analyze them through literature circle discussions and a psychological perspective, answering the question, “what is the connection between human nature and genocide?”