Fahrenheit 451 – Unit Plan

Mr. Joseph Goyeneche

Subject: English 10 College Prep **Grade Level: 10th Grade** **Unit Duration:** 7 ½-8 Weeks

Unit Focus:	Reading Literature – *Fahrenheit 451*; Critical thinking and analysis through numerous class discussions; Reading Non-Fiction – Connection to themes/ideas in Novel; Research, Writing an argumentative essay.
Common Core State Standards:	**READING LITERATURE** CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a 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. CCSS.ELA-LITERACY.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.9-10.9 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). CCSS.ELA-LITERACY.RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. **READING INFORMATIONAL TEXTS** CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as

	inferences drawn from the text. CCSS.ELA-LITERACY.RI.9-10.2 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. 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.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.9-10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. **WRITING** CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. CCSS.ELA-LITERACY.W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 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.9-10.4 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.) CCSS.ELA-LITERACY.W.9-10.6 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. CCSS.ELA-LITERACY.W.9-10.7 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. CCSS.ELA-LITERACY.W.9-10.8 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. CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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. **SPEAKING & LISTENING** 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. CCSS.ELA-LITERACY.SL.9-10.1.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. CCSS.ELA-LITERACY.SL.9-10.1.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. CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. CCSS.ELA-LITERACY.SL.9-10.5 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. **LANGUAGE** CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	CCSS.ELA-LITERACY.L.9-10.1.A Use parallel structure. CCSS.ELA-LITERACY.L.9-10.1.B Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.9-10.2.A Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. CCSS.ELA-LITERACY.L.9-10.2.B Use a colon to introduce a list or quotation. CCSS.ELA-LITERACY.L.9-10.2.C Spell correctly. CCSS.ELA-LITERACY.L.9-10.3.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. CCSS.ELA-LITERACY.L.9-10.4 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. CCSS.ELA-LITERACY.L.9-10.4.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. CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
Goals	1. Connect themes in literature to historical and contemporary examples 2. Use annotation and guided reading questions to increase comprehension 3. Analyze Themes, Characters, Plot, Symbols, Figurative Language, and author's style in a work of non-fiction. 4. Enhance critical thinking skills and elevate discussions to higher levels. 5. Participate actively in a variety of partner and group discussions. 6. Complete research paper/project, evaluating and gathering a variety of academic sources. 7. Write a cohesive research paper that incorporates a variety of sources, addresses an

	academic prompt, and defends a thesis, guiding idea.
Summative Assessment(s):	1. ***Fahrenheit 451*** **Reading Tests –** Students will complete three summative assessment after reading each "Part" of the novel. The test will measure student understanding of plot, characters, themes, symbols, and literary strategies found in the designated "Part" of the novel. 2. **Allusions Presentation –** Students will be assigned a particular allusion included in Bradbury's novel. Students will research the background of the allusion, introduce its reference within the context of the novel, and explain the connection/meaning of the allusion and why Bradbury included in the text. 3. ***Fahrenheit 451*** **Research Paper** – Students will be assigned various topics to research relevant to current societal and historical contexts. After completion of the research process students will write an argumentative research paper.
Formative Assessments	1. Observations of student learning/ participation via a variety of discussion methods (Socratic Seminar, teacher-led class discussion, small group discussion, and paired discussion) 2. Classwork/Homework: Annotations of *Fahrenheit 451*; Annotations of various news articles and additional sources of non-fiction; Completion of Reading Guide Questions, Journal and paragraph writing. 3. Class Wrap Ups: Quick Quizzes – In Schoology Platform
Depth of Knowledge Levels Addressed:	The unit is very comprehensive, and all DOK Levels are addressed: **Level One (Recall) –** Define, Recall, Recite, Identify, Quote, Recognize - Reading Guides, Discussions, Tests

	Level Two (Skill/ Concept) – Infer, Classify, Compare, Categorize, Interpret, Summarize, Use Context Clues - Discussions, Writing Assignments **Level Three (Strategic Thinking) –** Construct, Explain, Hypothesize, Cite Evidence, Draw Conclusions, Develop a Logical Argument - Discussions, Writing Assignments, Presentation **Level Four (Extended Thinking) -** Analyze, Apply, Synthesize, Design - Discussions, Writing Assignments, Presentation
Social Justice / Real-life Connections:	In preparing students to read the novel *Fahrenheit 451*, the unit includes the review of various news articles and pieces of literature pertaining to censorship of knowledge and literature. Students read articles relating to the censorship of classic American novels because of the use of the "n word" and racism. Additionally, students read about Frederick Douglas's experience in learning to read and the quench for knowledge and freedom that it incited. Students will connect this issue to a modern day example of censorship in examining a scholarly journal article examining censorship in the Communist Republic of China. Through the unit, Students will evaluate their opinion of censorship calling upon "real-life" examples and examples in the literature studies. In completing these pre-reading activities, students will be able to grasp Bradbury's key ideas and themes throughout the novel and relate them to the material we have covered. The unit will culminate in a research paper that incorporates many of the themes discussed through many of the lessons.
Materials/Resources/Content/Websites:	Novel – *Fahrenheit 451* by Ray Bradbury - Complete Text (Assignment pg. #'s are based on hard copy of the book) Non-Fiction – Text - Banning "To Kill A Mockingbird" Text - The Great American Controversy Text - My Bondage and My Freedom

	Text - Internet Censorship - Communist China Text - Ray Bradbury's 180 on Fahrenheit 451 Summative Assessments – Fahrenheit 451 - Part 1 Test Fahrenheit 451 - Part 2 Test Fahrenheit 451 - Part 3 Test Allusions Presentation Assignment Research Paper Assignments/ Formative Assessments– Exit Ticket - Schoology Assessment Fahrenheit 451 Part 1 Wrap-Up Worksheet Pre-Reading Journal Response Fahrenheit 451 - Part 1 Reading Guide- Fahrenheit 451 - Part 2 Reading Guide Fahrenheit 451 - Part 3 Reading Guide Fahrenheit 451 - Introduction Student Notes Part 2 Paragraph Assignment Socratic Seminar Preparation Instructions Fahrenheit 451 - Critical Thinking & Mini Research Resources – Annotation - Powerpoint A Reader's Guide to Annotation Fahrenheit 451 - Introduction Prezi Fahrenheit Assigned Quotes Student Paragraph Examples F451 - Allusions Guide Allusions Presentation Scoring Rubric Research Paper Packet - Prompt, Guidelines, Tips, Etc. Writing a Synopsis - Included in Packet

	Introduction Writing Tips Writing Review Checklist - Intro & Body 1 Works Cited - Resource Peer Review Form Research Paper Rubric Self-Review Form Website Resources – Frederick Douglass Biography F451 - Part 1 Jeopardy Review Allusions Intro Worksheet Thesis Help OWL Purdue - Writing Conclusions Grammar – Grammar Exercises 64,66 Grammar Exercises - 67,68 Grammar Exercises 70,71 Grammar Exercise 72,73 Vocabulary – Kahoot Game - Vocabulary Lesson 11 Kahoot Game - Vocabulary Lesson 12 Vocabulary 11 Test Vocabulary Lesson 12 Test
Week 1 – (Lesson 1-4)	○
Day 1 Focus – Pre-Reading *Fahrenheit 451* (Monday) **- *My Bondage and My Freedom*** **Day 1 Objectives:**	**Daily Outline for Complete Lesson** **Homework:** Prior to the class period, students were assigned to define the following terms to familiarize themselves with the lesson: abolitionist, slave narrative, autobiography, ethics, human rights,

1. SWBAT relate their understanding of freedom and evaluate the connection between literacy and freedom/knowledge 2. SWBAT evaluate the influence of society on the mistreatment of Douglass and African Americans during this period. 3. SWBAT associate other marginalized groups in society whose lack of opportunity is linked to literacy. 4. SWBAT infer the purpose of Douglass writing his autobiography and its intended audience. **Lesson Resources:** Text - My Bondage and My Freedom **Assessments/Assignments:** Schoology Discussion – Formative Class Discussions- Formative Reading Analysis Questions – Formative **Assigned Homework:** *Complete reading analysis questions for homework and will submit to the Schoology Platform. Questions: 1-4 pg. 527 of Text*	social justice **Intro Schoology Discussion / Class Discussion:** Students will begin the lesson posting a short 4-8 sentence response on a Schoology Discussion Board. Students will then respond to the posting of another classmate. This posting/discussion will lead the way for an ensuing class discussion and will increase participation. Schoology Discussion addresses the following question(s) 1) What does "freedom" mean to you? 2) How might the inability to learn to read contribute an individual's ability to experience freedom? Following the Schoology Discussion, the teacher will lead a short class discussion and will attempt to dive deeper into the focus questions and review the vocabulary from the previous night's homework. The teacher will pose the quote "There can be no freedom without education" by Frederick Douglass and will elicit student responses. **Frederick Douglass Background:** Watch Bio Frederick Douglass Video (3mins) - Frederick Douglass Biography Read Background on Frederick Douglass (5 mins) – Text - My Bondage and My Freedom Discuss: What the class knows about slavery in the United States in the early to mid 1800s and the personal freedoms that were taken away from African Americans? **Read "My Bondage and My Freedom" – Analyze & Discuss:** Text - My Bondage and My Freedom *Read Text – "My Bondage and My Freedom" – Read Text together in class. The teacher will call on students to randomly read. During the reading, the teacher will stop and ask students the following questions relating to human rights and social justice:* - "By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters to keep their slaves thus ignorant." Explain the quote and why slaveholders might wish to keep their slaves ignorant. How does that violate basic human rights? - Analyze a painting in the text and compare the image to Douglass's description of his initial upbringing. Then analyze what historical and societal factors at the time contributed to the hardening of

	Mrs. Auld and the change in attitude toward Douglass in the Auld household. - What extreme measures does Mrs. Auld take towards Douglass. What do you suppose contributed to these actions? - View an illustration in the text and contrast how the idealized picture of plantation life compares to the reality of the institution of slavery. - Analyze the actions of Douglass's white playmates. What does his inclusion of their actions reveal about the attitudes of slavery. Is slavery and racism a natural thing or something that is learned? - Douglass intended his narrative to be read by both black and white audiences. What do you think his intention was describing his white playmates' attitudes toward slavery. -Revisit the initial discussion questions: How might the inability to learn to read contribute an individual's ability to experience freedom? "There can be no freedom without education" - Wrap up the discussion by connecting Douglass's experience to contemporary society. What groups in today's society are affected by lack of opportunity for literacy and what are the effects on their lives? **Wrap-Up Discussion:** Revisit the initial discussion questions: How might the inability to learn to read contribute an individual's ability to experience freedom? "There can be no freedom without education" Wrap up the discussion by connecting Douglass's experience to contemporary society. What groups in today's society are affected by lack of opportunity for literacy and what are the effects on their lives?
Day 2 Focus – Grammar **(Tuesday) - Vocabulary** **Lesson Resources:** Grammar Exercises 64,66 Kahoot Game - Vocabulary Lesson 11 **Assessments/Assignments:**	**Brief Overview of Class Lesson** Grammar – Unit 5 Compound & Complex - Read Grammar Workbook – Coordinate Conjunctions, Errors in Compound Sentences, Conjunctive Adverbs - Students complete Grammar Exercises 64 and 66

Grammar Exercises – Formative Assessment Kahoot Vocabulary Game – Formative Assessment **Assigned Homework:** Complete Vocabulary Lesson 11 Workbook	Vocabulary – Lesson 11 - Kahoot Lesson 11 Vocabulary Game
Day 3 Focus – Pre-Reading *Fahrenheit 451* (Wednesday/Block) **– Reading/Annotating Non-Fiction** **Day 3 Objectives:** 1. SWBAT evaluate both sides of a social issue. 2. SWBAT defend their personal stance/opinion in regards to censorship of literature. 3. SWBAT recognize an author's main idea/purpose and analyze the structure of how an author supports those claims. 4. SWBAT annotate an informational text **Lesson Resources:** Annotation - Powerpoint A Reader's Guide to Annotation Text - Banning "To Kill A Mockingbird" Text - The Great American Controversy **Assessments/Assignments:** **Class Discussion – Formative** **Small Group Discussion – Formative** **Annotation – Formative** **Read/Summarize- Formative** **Assigned Homework:**	**Daily Outline for Complete Lesson** **Intro Discussion:** Students will begin the period in a small group discussion (with 1-2 partners) and will address the following two questions: 1) Should books be edited or banned in the United States? 2) How did learning to read change the life of Frederick Douglass? **Annotation Lecture:** The teacher will review the Annotation Powerpoint with the class. Annotation - Powerpoint The teacher will then direct students to A Reader's Guide to Annotation. **Read/Annotate "Banning to Kill a Mockingbird" & "The Great American Controversy":** Students will begin to annotate two fairly simple articles from two different online periodicals. The teacher will read the first with the class, and will ask some specific questions at points during the reading to elicit critical thinking and discussion. While annotating during both assignments, students will be asked to only focus on practicing 2-3 annotation strategies to gradually build and incorporate multiple strategies while reading *Fahrenheit 451*. Text - Banning "To Kill A Mockingbird" The teacher will call on various students to read the non-fictional text. The teacher will pose the following questions while reading the text: - The mother mentions that the books are "Great Literature" but that they are offensive. Since you have all read "To Kill A Mockingbird" what is your initial stance on the issue? - She also says that with the nation as divided as it is reading the text is much more problematic. Do you

Read / Summarize – "Internet Censorship – China" Internet Censorship - Communist China	think that literature has any impact on societal beliefs? - Are we "validating that these words are acceptable" by continuing to read the text? - What do you believe would be lost if we were to not read the texts, or read edited versions? How could it affect your future education, life? - Is there a line in education? What is suitable or appropriate? What is not? Text - The Great American Controversy The teacher will pose the following questions while reading the text: - What is the opinion of the author of this piece? - What techniques/styles does the author use to prove their thesis/main idea? - What is the purpose of including the various authors mentioned in the text? What do they have in common? - How does what you read affect your outlook/perspective? **Wrap-Up Discussion:** The teacher will end the discussion proposing the question: Do you believe that you should be able to read what you desire? Should the government or any institution have control over what a person can or cannot read?
Day 4 Focus – Vocabulary Assessment (Friday) - Discussion of Chinese Censorship **Lesson Resources:** Internet Censorship - Communist China **Vocabulary 11 Test** **Assessments/Assignments:** Vocabulary Lesson 11 - Summative Assessment Class Discussion – Formative Assessment **Assigned Homework:**	**Brief Overview of Class Lesson** Discussion of Journal Article – Internet Censorship in China Vocabulary – Vocabulary Lesson 11 Test

No Assigned Homework	
Week 2 – (Lesson 5-8)	
Day 5 Focus – *Fahrenheit 451* Introduction (Monday) **- Begin Reading Part I** **Day 5 Objectives:** 1. SWBAT indicate several factors of Ray Bradbury's background that led to his career as a writer and recognize societal factors present at the time of publication. 2. SWBAT restate the primary themes present in the novel. 3. SWBAT recognize an author's use of figurative language and explain it's overall effect. 4. SWBAT infer the meaning of various symbols presented in the novel. 5. SWBAT assess initial character personality and motivation and recall basic elements of the novel's plot **Lesson Resources:** Fahrenheit 451 - Introduction Prezi Fahrenheit 451 - Introduction Student Notes **Assessments/Assignments:** Pre-Reading Journal Response - Formative Fahrenheit 451 - Part 1 Reading Guide- Formative Annotation – Formative Class Discussion – Formative Exit Ticket - Formative	**Daily Outline for Complete Lesson** **Intro Journal Response:** Pre-Reading Journal Response Prior to beginning *Fahrenheit 451,* students will take about 15-20 minutes to complete a Pre-Reading Journal Response. (Students will address a question in regards to their opinion of censorship. In this response, they must support their opinion with evidence from recent texts read in class). ***Fahrenheit 451* Novel Introduction:** Fahrenheit 451 - Introduction Prezi Fahrenheit 451 - Introduction Student Notes The teacher will lead the class in direct instruction by providing relevant information pertaining to the text. Students will follow along by completing the blank spots in the notes outline provided to them. The Prezi will include the following information: Ray Bradbury Background, Context of society during time of production (Real-Life Events), Central themes, Irony & literary elements, Concept of McCarthyism Watch Ray Bradbury Interview – Embedded within the prezi **Begin Reading Novel in Class:** The class will begin reading Part 1 of the novel (pgs. 1-10). The teacher will call on various students to read. At various parts of the reading, the teacher will pause to address reading guide questions, and provide quick checks of comprehension. - Where does the story take place? What clue does the author provide that supports your explanation? - What does Guy Montag do for a living? - How does he feel about his job in the beginning of the novel? How do you know this? - Explain the metaphors and symbols employed by Bradbury in the initial pages of the novel? "Train hissed like a snake" "Milky white face". - Why does the author mention the size of the billboards in the city? What does that tell you about the people/consumers? **Exit Ticket – Schoology Assessment: Exit Ticket - Schoology Assessment**

Assigned Homework: **Read/Annotate:** *Fahrenheit 451* pg. 1-21 Fahrenheit 451 - Part 1 Reading Guide – Complete Reading Guide Questions	Before leaving for the day, students will be asked to login to Schoology and complete the following short formative assessment. It should be very easy for students to complete. Though it is not possible to include a link to schoology, the questions are included here:
Day 6 Focus – Grammar/Vocabulary (Tuesday) - **Lesson Resources:** Grammar Exercises - 67,68 Kahoot Game - Vocabulary Lesson 12 **Assessments/Assignments:** Fahrenheit 451 - Part 1 Reading Guide Grammar Exercises – Formative Assessment Kahoot Vocabulary Game – Formative Assessment **Assigned Homework:** **Read/Annotate:** *Fahrenheit 451* pg. 21-40 Complete Part 1 Reading Guide Questions Vocabulary Lesson 12 Workbook	**Brief Overview of Class Lesson** Grammar – Unit 5 Compound & Complex - Read Grammar Workbook – Comma Splices, correlatives, parallel structure - Students complete Grammar Exercises 67 and 68 Vocabulary – Lesson 11 - Kahoot Lesson 12 Vocabulary Game
Day 7 Focus – *Fahrenheit 451 Pt. 1* (Wednesday/Block) - **Day 7 Objectives:** 1. SWBAT define the literary device of irony and assess its relation to the overall theme.	**Daily Outline for Complete Lesson** **- Grammar: Noredink.com - Class Code: crabby fog 29** Students will begin the lesson by completing a grammar lesson (diagnostic) on noredink.com. Though this website will not be used very often over the course of this unit. Students will begin more regular use after completion of the research paper.

2. SWBAT infer the meaning of various symbols presented in the novel. 3. SWBAT to evaluate a text and infer through textual support possible meaning to a character's actions/motivations. 4. SWBAT recall the primary conflict in a work of fiction. 5. SWBAT discuss the development of main characters in a novel and consider the effect secondary characters have on the portrayed growth. **Lesson Resources:** Fahrenheit 451 - Part 1 Reading Guide **Assessments/Assignments:** **Grammar Noredink.com – Diagnostic** **Annotation – Formative** **Discussion – Formative** **Exit Ticket - Formative** **Assigned Homework:** **Read/Annotate:** *Fahrenheit 451* pg. 41-68	Diagnostic assessment will test students in following areas which are relevant to current and recently completed work in the school mandated grammar units: - Parallel structure, Phrases & dependent clauses, punctuation with conjunctions, Punctuation with conjunctive adverbs **Discussion of Previous Night's Reading:** Fahrenheit 451 - Part 1 Reading Guide The teacher will check the student's work to see that they have completed the reading guide questions from the previous night. Student's will take pictures of and submit copies of 10 pages of annotations so that the teacher can review and provide feedback in regards to the quality of student annotation. After checking student work, the teacher will review the questions and discuss various themes and plot developments that occurred in the previous nights reading. The questions that will be discussed include: - What is symbolic of the mechanical hound? - How does Clarisse describe the educational system? How is the educational system and their view of Clarisse ironic? - How does the author exhibit society's indifference or lack of care and understanding? - Montag is described to be "sick". What is the cause of his illness? Do you believe that he is actually sick? - What role does Clarisse play in the development of Montag's character thus far in the novel? **Begin Reading pg. 41-51 in Class:** The teacher will call on various students to read and will stop to pose questions for discussion while reading which include: - Describe Montag and Mildred's Relationship/Marriage? What evidence makes you think this? - What is said to have happened to Clarisse McClellan? - Do you believe there is something more to Clarisse's disappearance? What could explain this strange occurrence? - Why is Montag so remorseful at this point? What does that tell you about his character? What do you predict will happen? **Exit Ticket – Schoology Assessment:** Exit Ticket - Schoology Assessment Before leaving, students will login to schoology and answer the following question: - At this point in the novel, what do you identify as the primary conflict?
Day 8 Focus – Vocabulary Test (Friday) - *Fahrenheit 451* Pt. 1 Wrap-Up	**Brief Overview of Class Lesson**

Lesson Resources: Vocabulary Lesson 12 Test Fahrenheit 451 Part 1 Wrap-Up Worksheet **Assessments/Assignments:** Vocabulary Lesson 12 - Summative Assessment Part 1 Wrap Up – Formative Assessment **Assigned Homework:** **Complete:** *Fahrenheit 451* Pt. 1 Wrap Up Worksheet Fahrenheit 451 Part 1 Wrap-Up Worksheet	Vocabulary – Vocabulary Lesson 12 Test *Fahrenheit 451* – Students will complete an assignment that requires selection of meaningful quotes, forming purpose questions while reading, making predictions, and explaining connections between the novel and the real-world.
Week 3 – (Lesson 9-12)	
Day 9 Topic – *Fahrenheit 451* – Pt.1 Assessment (Monday) **- Discussion of Pt. 1 Wrap-Up** **Day 9 Objectives:** 1. SWBAT demonstrate comprehension of basic elements of plot, understanding of characters, and knowledge of basic themes present in Part 1 of the novel. 2. SWBAT choose significant quotes in the novel and defend their importance in relation to theme. 3. SWBAT articulate real-world connections with the novel *Fahrenheit 451*. **Lesson Resources:** F451 - Part 1 Jeopardy Review	**Daily Outline for Complete Lesson** **Intro – Jeopardy Game:** F451 - Part 1 Jeopardy Review Students will begin the period preparing for the exam by playing an online Jeopardy game that will help them prepare by reviewing basic plot, theme, and background information on the novel. Students will be given the option to complete this activity individually or with a partner. The teacher will monitor the class and observe when most of the students have finished the review. **Fahrenheit 451 – Part 1 Assessment:** Fahrenheit 451 - Part 1 Test Students will complete the part 1 assessment on scantron forms provided by the teacher. **Class Discussion – Part 1 Wrap-up:** Fahrenheit 451 Part 1 Wrap-Up Worksheet Once students have completed the test, students will be instructed to take out their wrap-up worksheets from homework the previous evening. The teacher will pose questions answered in the homework and elicit student responses:

Fahrenheit 451 Part 1 Wrap-Up Worksheet Fahrenheit 451 - Part 1 Test **Assessments/Assignments:** Fahrenheit 451 - Part 1 Test – Summative Discussion - Formative **Assigned Homework:** **Read/Annotate:** *Fahrenheit 451* pg. 71-91 Fahrenheit 451 - Part 2 Reading Guide	- What quotes did you find were those most significant/important? - What do you predict will happen? - What real-world connections can you make with the novel? - What is the primary conflict of the novel?
Day 10 Topic – Grammar **(Tuesday) - *Fahrenheit 451* Part 2** **Lesson Resources:** Grammar Exercises 70,71 **Assessments/Assignments:** Grammar Exercises – Formative Assessment Reading Discussion – Formative Assessment **Assigned Homework:** **Read/Annotate:** *Fahrenheit 451* pg. 92-102 Fahrenheit 451 - Part 2 Reading Guide	**Brief Overview of Class Lesson** Grammar – Unit 5 Compound & Complex - Read Grammar Workbook – Semicolons in a series - Students complete Grammar Exercises 70 and 71 *Fahrenheit 451* – Discuss Part 2 Reading/Review Reading Guide Questions (pg. 71-91) Plot, Characters, Themes, Symbols, and Literary Devices/Style
Day 11 Topic – *Fahrenheit 451* Part 2 (Wednesday/Block) **– Paragraph Writing** **Day 11 Objectives:** 1. SWBAT analyze a quote within the context of the novel, explain what it reveals about a character, and relate the quote to contemporary society.	**Daily Outline for Complete Lesson** **- Intro – Partner Discussion** Fahrenheit Assigned Quotes Students will begin the class period and will be assigned one of four quotes that have been presented in part I or part II of the novel. Students will then find a partner whom has been assigned the same quote and will then sit and wait for

2. SWBAT write a body paragraph that analyzes Part I and II of Fahrenheit 451. 3. SWBAT embed concrete details 4 SWBAT write commentary that directly responds to specific evidence. **Lesson Resources:** Fahrenheit Assigned Quotes *Fahrenheit 451 Text* – Read pg. 103-110 in class Part 2 Paragraph Assignment **Assessments/Assignments:** Partner Discussion -Formative Paragraph Assignment- Summative/Formative Annotation/Reading Guide- Formative **Assigned Homework:** Finish Paragraph and Submit to Schoology	further instruction. Students will then be told to read their quotes again, and then discuss the following with their partner: 1) What is going on in the context of the novel? (Who said it, When did they say it, To whom did they say this, Where did they say this? Why did they say this? 2) What do you think the quote means? What does it reveal about the character? 3) Can you relate this quote to today's society? Students will discuss these questions about their quote with a partner and will also be responsible to take brief notes that cover their thoughts/ideas during the discussion Students will then be ready to proceed to the writing focus of the lesson. **Finish Reading pgs. 103-110 in Class:** The teacher will call on various students to read. While reading, students will complete the remaining reading guide questions. **Paragraph Writing Assignment:** Part 2 Paragraph Assignment Developing a Thesis – Through collaboration and discussion, the class and teacher will develop a general thesis to use as guidance in writing their body paragraph. Though student input will drive the discussion and formation of the guiding thesis, ultimately it should state something close to: "Ray Bradbury depicts a mindless population that shuns human interaction and original thought in order to highlight the negative effects of technology and governmental control". Paragraph Writing – After being assigned a general thesis to use as guidance in writing a body paragraph, students will independently write an 11 sentence (3 concrete detail) body paragraph. Before beginning, the teacher will review the assignment with students and will briefly mention embedding and citation format. One concrete detail will likely be taken from the initial discussion, and students will be responsible for finding the other two. Students will submit their finished paragraph and initial discussion/brainstorming notes to Schoology for

	teacher review when completed. If students are unable to finish during the class period. Students will participate in a brief revision the following class period. **Lesson Wrap-Up:** The teacher will restate the learning objectives for the day and will ask students a few general review questions about writing a paragraph, MLA citation. Students will then be reminded to submit both their completed paragraphs and intro notes when finished for homework if they have not done so already.
Day 12 Topic – *Fahrenheit 451* Part 2 Assessment (Friday) - Paragraph Revision **Lesson Resources:** Fahrenheit 451 - Part 2 Test Student Paragraph Examples **Assessments/Assignments:** Fahrenheit 451 - Part 2 Test – Summative Paragraph Writing - Formative **Assigned Homework:** **Read/Annotate:** *Fahrenheit 451* pg. 113-133 Fahrenheit 451 - Part 3 Reading Guide	**Brief Overview of Class Lesson** Students complete *Fahrenheit 451* Part 2 Test Discussion/Review of Student Writing Examples Students revise and resubmit Paragraph
Week 4 – (Lesson 13-16)	
Day 13 Topic – *Fahrenheit 451* Part 3 (Monday) - Grammar **Lesson Resources:** Grammar Exercise 72,73	**Brief Overview of Class Lesson** Grammar – Unit 5 Compound & Complex - Read Grammar Workbook – Sentence Function, Sentence Structure - Students complete Grammar Exercises 72 and 73

Assessments/Assignments: Grammar Exercises – Formative Assessment Reading Discussion – Formative Assessment **Assigned Homework:** **Read/Annotate:** *Fahrenheit 451* pg. 134-154 Fahrenheit 451 - Part 3 Reading Guide	*Fahrenheit 451* – Discuss Part 3 Reading/Review Reading Guide Questions (pg. 113-133) Plot, Characters, Themes, Symbols, and Literary Devices/Style
Day 14 Topic – *Fahrenheit 451* Part 3 **(Tuesday) - Preparation for Socratic Seminar** **Lesson Resources:** Fahrenheit 451 - Part 3 Reading Guide Socratic Seminar Preparation Instructions **Assessments/Assignments:** Partner Discussion – Formative Assessment Reading Discussion – Formative Assessment Socratic Seminar Preparation Instructions **Assigned Homework:** *Fahrenheit 451* pg. 155-173 Fahrenheit 451 - Part 3 Reading Guide Prepare Two Socratic Seminar Questions	**Brief Overview of Class Lesson** Partner Discussion – (Pair/Share) *Fahrenheit 451* Part 3 *Fahrenheit 451* – Discuss Part 3 Reading/Review Reading Guide Questions (pg. 134-154) Plot, Characters, Themes, Symbols, and Literary Devices/Style Review Socratic Seminar Question Format
Day 15 Topic – Socratic Seminar **(Wednesday/Block) – Assign/Begin Allusions Project**	**Daily Outline for Complete Lesson** **Socratic Seminar Intro:**

Day 15 Objectives: 1. SWBAT formulate a critical thinking question capable of open ended discussion. 2. SWBAT engage in an academic socratic seminar and elevate discussion by listening, responding to classmates, and defending thoughts with evidence. 3. SWBAT interpret and explain the significance of various quotes in relation to the novel's themes. 4. SWBAT define allusions in literature, infer their effect, and demonstrate prior knowledge of allusions in marketing and pop-culture. 5. SWBAT conduct a guided research project and deliver a presentation. **Lesson Resources:** Socratic Seminar Preparation Instructions F451 - Allusions Guide Allusions Intro Worksheet Allusions Presentation Scoring Rubric **Assessments/Assignments:** Allusions Presentation Assignment – Summative Socratic Seminar – Formative Allusions Worksheet/Discussion - Formative Allusions Presentation Scoring Rubric **Assigned Homework:** Begin Working on Allusions Project/Presentation	Students will begin the period by choosing a partner to begin a warm-up discussion. Each partner will choose one of the questions they designed for the seminar, present the questions to one another, and then each carry on a short discussion on the topic. **Socratic Seminar:** Socratic Seminar Preparation Instructions Following the warm-up activity, the teacher will instruct the class to form a large circle. The teacher will begin by posing a question to elicit student responses. Following discussion of this question the teacher will then have students ask questions. Students will be instructed to follow the seminar rules and actively participate and elevate discussions by: Adding knowledge, Agreeing with a point, Disagreeing with a point, or explaining how they can see it both ways. The teacher will begin the discussion with the following question: In part 2 of the novel, Mildred and the neighborhood ladies are having a discussion in the living room. Mrs. Bowles states, "I voted last election, same as everyone, and I laid it on the line for President Noble. I think he's one of the nicest-looking men ever became president." What does this reveal about the voters in society? Are we like that today as voters? During the discussion, the teacher will keep track of which students participate in the discussion and monitor the number of times each students speaks so that no one dominates the discussion. The teacher will additionally listen attentively to propose new questions that may build upon student ideas and provide opportunities for higher level thinking. Additionally, at various times during the discussion, the teacher may ask the student to quietly discuss a topic or question with their neighbor on an assigned side. To wrap up the discussion, depending on the productivity and level of participation, the teacher may ask all or select students. To post a question that was not asked in class and respond to another student on the Schoology Message Board. **Allusions in Modern Society Worksheet:** Allusions in Modern Society Worksheet – Before beginning the allusions presentation, students will warm up by completing the allusions worksheet Allusions Intro Worksheet Following completion of the worksheet, A short discussion will take place of allusions in popular culture and literature.

	Assign Allusions Presentation/ Begin Work: Allusions Presentation Assignment Review of Assignment/rubric/expectations – Allusions Presentation Scoring Rubric Sample Allusion Presentation / Review Fahrenheit Allusions Guide – The teacher will provide students with a sample presentation so that they can get an idea of what to include and what it expected of their presentation. Additionally, students will be able to use the F451 - Allusions Guide as a resource. Students will use their iPads to research their assigned allusion, trying to gain a greater understanding of its meaning and background. Students will utilize encyclopedias, journals, and reputable sources in their research for their allusion.
Day 16 Topic – *Fahrenheit 451* Part 3 Assessment (Friday) - Research/Prepare Allusions Presentation **Lesson Resources:** Fahrenheit 451 - Part 3 Test **Assessments/Assignments:** Fahrenheit 451 - Part 3 Test Allusions Presentation Assignment **Assigned Homework:** Complete Presentation, Prepare for Delivery	**Brief Overview of Class Lesson** *Fahrenheit 451* Part 3 Test When finished with assessment, students will individually continue to research/construct Allusions presentation.
Week 5 – (Lesson 17-20)	
Day 17 Topic – Student Allusion Presentations (Monday) -	**Brief Overview of Class Lesson** Students will deliver Allusion presentations

Lesson Resources: Allusions Presentation Scoring Rubric **Assessments/Assignments:** Allusions Presentation Scoring Rubric	Students listening to presentation will take notes on the meaning of the allusions within the context of the novel.
Day 18 Topic – Student Allusion Presentations (Tuesday) - Critical Thinking / Mini Research **Lesson Resources:** Allusions Presentation Scoring Rubric **Assessments/Assignments:** Allusions Presentation Scoring Rubric Fahrenheit 451 - Critical Thinking & Mini Research **Assigned Homework:** Complete Critical Thinking & Research Assignment	**Brief Overview of Class Lesson** Students will deliver Allusion presentations Students listening to presentation will take notes on the meaning of the allusions within the context of the novel. Assign Critical Thinking & Mini Research Assignment
Day 19 Topic – Assign Research Paper (Wednesday/Block) **– Discuss Critical Thinking Homework** **Day 19 Objectives:** 1. SWBAT annotate/actively read/ and discuss a commentary on Ray Bradbury and *Fahrenheit 451*. 2. SWBAT hypothesize Ray Bradbury's purpose in writing *Fahrenheit 451* 3. SWBAT evaluate the connection between the rise in dystopic novels and current turbulent political times. 4. SWBAT respond to an academic prompt, find &	**Daily Outline for Complete Lesson** **- Read/Discuss/Annotate "Ray Bradbury's 180 on *Fahrenheit 451*":** **Sam Weller: Ray Bradbury's 180 on Fahrenheit 451** The teacher will present the students with a final piece of supplemental evidence before beginning the research paper. The class will read the commentary piece exploring Ray Bradbury's true purpose in writing the novel, his statements that it is not about censorship, and the contradictory nature of his statements and personality. While reading, students will annotate/summarize the text. **Discussion/Review of Homework:** The teacher will lead a brief discussion of the previous night's homework and will elicit student

organize resources and construct a research paper. 5. SWBAT evaluate the credibility of various sources. **Lesson Resources:** Research Paper Packet - Prompt, Guidelines, Tips, Etc. **Assessments/Assignments:** Research Paper **Assigned Homework:** Choose Prompt, Begin Basic Outline, and start to research	responses that will help in brainstorming for the initial stages of the research paper. The teacher will focus on the following questions: - Why the rise of Dystopic Novel sales at this time? - When in history has book burning occurred? **Assign Research Paper:** Research Paper Packet - Prompt, Guidelines, Tips, Etc. The teacher will review the research packet with the students and will focus on highlighting the following topics/information: -Prompts, Guidelines/Requirements, Due Dates, Initial Brainstorming, and the requirements for the research outline (all included in the packet) **Quick Brainstorm:** The teacher will give the students about 10 minutes to initially think about the topics. Students can choose a prompt that they are comfortable with and begin to write all ideas/thoughts that initially come to mind.
Day 20 Topic – Research for Paper **(Friday) - Review Writing a Synopsis** **Lesson Resources:** Writing a Synopsis - Included in Packet **Assessments/Assignments:** **Research Paper – Summative Assessment** **Synopsis – Formative Assessment** **Assigned Homework:** Continue Research; Write a Synopsis for 1 of student's sources.	**Brief Overview of Class Lesson** Students Independently Research for Credible sources to use in Research Paper Discuss the purpose of a synopsis and review example Students will chose one of their sources and will write a synopsis
Week 6 – (Lesson 21-24)	

Day 21 Topic – Research for Paper (Monday) - **Lesson Resources:** **Assessments/Assignments:** **Research Paper – Summative** **Assigned Homework:** Continue Research	**Brief Overview of Class Lesson** Students Independently Research for Credible sources to use in Research Paper
Day 22 Topic –Submit & Review Student Outlines (Tuesday) **- Writing a Thesis/ Finding CDs** **Day 22 Objectives:** 1. SWBAT summarize the overall organization and plan for their research paper. 2. SWBAT develop a clear and concise thesis through the process of revision. 3. SWBAT evaluate the effectiveness of evidence in support of a thesis/main idea. **Lesson Resources:** Research Paper Thesis Help **Assessments/Assignments:** **Outline Review – Formative** **Thesis Writing – Formative**	**Daily Outline for Complete Lesson** **- Submit Outlines / Review w/ Teacher:** Students will begin the period by discussing their vision of the paper and reviewing their submitted outline with the teacher. Students will explain which prompt they have chosen, what their general opinion is regarding that prompt, and how they will organize each paragraph. During discussion, the teacher will ensure that each student has a narrow focus, but is not too repetitive in their approach to how they will build their argument in each paragraph. While students are meeting with the teacher, the rest of the class will be reviewing their sources marking and keeping track of which concrete details will be included in each paragraph. **-Quick Thesis Write:** The teacher will have a brief lecture on the importance of the thesis in the research paper. All concrete details and commentary ultimately need to prove the thesis in some way. Now that students have a prompt and an opinion, they will be asked to form a thesis to guide their work. The teacher will give the class about 5-10 minutes and will then carry on with a lecture of what a thesis should include. **- Thesis Lecture** After students have written a rough thesis, the teacher will recall the classes attention and refer to some points on the overhead projector.

Research Paper **Assigned Homework:** Refine Thesis, Continue Research	The teacher will discuss a few key points: Placement in the final sentence of the introduction, importance of clarity, incorporating Fact (Subject) and Opinion. Additionally, the teacher will share the following resource with students that may assist in composing a thesis. Thesis Help **- Thesis Collaborative Practice** The teacher will ask 4-5 students to volunteer to write their thesis statement on the board. The class will then proceed to collaboratively evaluate and revise the thesis statements.
Day 23 Topic – Writing the Introduction (Wednesday/Block) – **Refining/Finding Additional CD's** **Day 23 Objectives:** 1. SWBAT Write a cohesive introduction that moves from broad to specific focus. 2. SWBAT define they key parts of the introduction **Lesson Resources:** **Introduction Writing Tips** **Assessments/Assignments:** **Research Paper –** Summative Writing Introduction- Formative **Assigned Homework:** Finish Writing Introduction	**Daily Outline for Complete Lesson** **- Independent Work – Concrete Details:** Students will continue reviewing their sources marking and keeping track of which concrete details will be included in each paragraph. The teacher will instruct students to truly analyze and evaluate each of their sources/concrete details. Do they another source or better quotes? **Lecture: Writing the Introduction:** The teacher will review the introduction writing tips **Introduction Writing Tips** with the students and will focus on the following topics: -Grabbers – Quotes, Anecdotes, Powerful/Thought Provoking Statements - Referencing the novel - MLA Citation of titles - Including brief synopsis of novel - Thesis Statement - Flow and Cohesion - Moving from General to Specific in Scope/Focus **Practice - Writing the Introduction:** Students will begin to write the introduction to their research paper using the writing tips as a resource. The teacher will walk around the class and provide guidance/support to students.
Day 24 Topic – Writing Body Paragraphs (Friday) -	**Brief Overview of Class Lesson**

Lesson Resources: **Writing Review Checklist - Intro & Body 1** **Assessments/Assignments:** **Intro Writing Checklist - Formative** **Research Paper - Summative** **Assigned Homework:** Body Paragraph 1 Due Monday	Review Intro Writing Checklist Discuss Elements of a Body Paragraph - Topic Sentences - Embedding Concrete Details - Writing Commentary that is relevant and propels thesis - Concluding Sentences
Week 7 – (Lesson 25-28)	
Day 25 Topic –Writing – Review Body 1 **(Monday) - Body Paragraph 2-3** **Lesson Resources:** **Writing Review Checklist - Intro & Body 1** **Assessments/Assignments:** **Body 1 Checklist - Formative** **Research Paper - Summative** **Assigned Homework:** Body Paragraph 2,3 Due Tuesday	**Brief Overview of Class Lesson** Review Body 1 Checklist Students Independently Write next Body Paragraphs Teacher will walk around room and check in with students
Day 26 Topic – Writing Conclusions & Works Cited	**Brief Overview of Class Lesson**

(Tuesday) - **Lesson Resources:** OWL Purdue - Writing Conclusions **Works Cited - Resource** **Assessments/Assignments:** Body Paragraph 2&3 Check - Formative Research Paper - Summative **Assigned Homework:** Body Paragraph 4, Conclusion, Works Cited must be complete for Peer Review Wednesday	Complete Body Paragraphs Lecture – Body Paragraphs / Works Cited
Day 27 Topic – Peer Review – First Draft Due (Wednesday/Block) - **Day 27 Objectives:** SWBAT assess a peer's work and provide valuable feedback in a collaborative process. SWBAT rearrange/revise ideas based on the feedback of peer evaluators. **Lesson Resources:** **Peer Review Form** **Assessments/Assignments:** **Peer Review Skills – Formative** **Peer Review - Formative** **Research Paper - Summative** **Assigned Homework:**	**Daily Outline for Complete Lesson** **- Grammar/Punctuation Focus Read Through:** Though students have already submitted a copy of their paper to the teacher in Schoology, Students are completing work on their paper using google docs. The teacher will begin the period by giving the students 10 minutes to read through their paper with a focus on grammar and punctuation. Do they have comma splices, run-ons, discrepancies in subject verb agreement, etc. **-Peer Review In-Class: Peer Review Form** Students will be assigned a specific partner for peer-review based upon the teacher's planned suggestion. Students will be instructed to follow the ensuing process: 1. Share your paper with the student you have been assigned. 2. Fill out the heading information on the peer review form. 3. Read through your assigned paper one time for clarity – DO NOT TOUCH THE FORM, but you can make corrections (In Red Ink) in the document. 4. Then read through a second time with a focus on completing the peer review form. 5. DO NOT RUSH, spend time with the paper (A minimum of 30 minutes will be mandatory) 6. Students will receive a grade for the quality of their peer review; effort.

Complete Second Peer Review	**-Peer Review Homework: Peer Review Form** Students will choose an additional student to read/review their paper for homework.Students will be instructed to follow the same process: 1. Share your paper with the student you have been assigned. 2. Fill out the heading information on the peer review form. 3. Read through your assigned paper one time for clarity – DO NOT TOUCH THE FORM, but you can make corrections (In Red Ink) in the document. 4. Then read through a second time with a focus on completing the peer review form. 5. DO NOT RUSH, spend time with the paper (A minimum of 30 minutes will be mandatory) 6. Students will receive a grade for the quality of their peer review; effort. Students will turn in the Peer Review Forms once they have taken pictures or documented the suggestions.
Day 28 Topic – Quick Self Assessment/Revision (Friday) - **Lesson Resources:** Self-Review Form **Assessments/Assignments:** **Self Review Form – Formative** Research Paper - Summative **Assigned Homework:** Revise Essay for Final Submission	**Brief Overview of Class Lesson** Students Look Over Peer Reviews Complete Self-Review Form Begin Revising Essays
Week 8 – (Lesson 29-30)	

Day 29 Topic – Writing - Revision (Monday) - **Lesson Resources:** **Assessments/Assignments:** **Research Paper – Summative** **Assigned Homework:** Revise Essay for Final Submission	**Brief Overview of Class Lesson** Students continue Revisions of Essays Teacher will provide feedback to students based on rough draft submissions
Day 30 Topic – Submit Final Research Paper (Tuesday) - **Lesson Resources:** **Assessments/Assignments:** **Research Paper** **Research Paper Rubric**	**Brief Overview of Class Lesson** Students submit final research paper in Schoology platform