Lincoln Park Public Schools – CURRICULUM FRAMEWORK
UNIT NUMBER: 6
UNIT TITLE: Character in Crisis
Course: ELA 11 Honors   Timeframe: 6 weeks

Stage 1: Identify Desired Results	
Essential Question:	How is an individual's character revealed, developed or destroyed in times of crisis?
Scaffold Questions:	- How do political and social events affect individuals? - What is the conflict between duty and desire? - How do power and wealth corrupt? - How does our past affect the present? - What are the similarities and differences between heroes and villains? - How does one become a hero or a villain? - How does honorable behavior differ from group to group?
Brief Summary of Unit:	Students will read *A Tale of Two Cities* to explore character development and text features. By analyzing the many characters in Dickens' novel, students will locate when they appear to be in times of "crisis" and how the effects of such a time either reveal, develop, or destroy aspects of their character. They will also read informational texts about individuals in the media who have undergone similar changes during times of crisis, comparing and contrasting their responses to those in the fictional world of Dickens. As a final performance task, students will work in groups to analyze 2 or 3 characters from the novel in terms of their responses to those difficult times experienced.

Lincoln Park Public Schools – CURRICULUM FRAMEWORK
UNIT NUMBER: 6
UNIT TITLE: Character in Crisis
Course: ELA 11 Honors   Timeframe: 6 weeks

Desired Understanding:	When we face a crisis, whether personal, familial, or political, our beliefs, morals, and convictions are tested. Depending on the severity of the situation, and our response to it, we can become "better" or "worse" for it. The decisions we make when faced with a calamity often allow others to view us as either heroic or villainous. However, what is deemed "heroic" may vary from group to group, because beliefs and morals can vary as well. The responses characters demonstrate to the crises they face provide us insight regarding how we could potentially respond, or about how an author views human nature. Some characters reveal the goodness of humans, while others reveal our darker tendencies. Trying times reveal a lot about us and our nature, and are often the true tests of who we are and what we stand for, leading to the revelation, development, or destruction of our character.
Key Knowledge and Skills (Content):	Students will be able to: ● Track and analyze the development of many characters throughout a novel ● Relate informational text to fictional text in terms of the individuals' responses to crisis ● Work collaboratively to analyze characters and present findings using technology and appropriate speaking techniques ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

- Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

Required Texts:
- *A Tale of Two Cities* by Charles Dickens
  - One resource suggests beginning the novel by reading chapter X, Book III
- "Storm the Bastille" by The Angels (song)
  - Use for historical background at this part in the book
  - http://www.lyricsmania.com/storm_the_bastille_lyrics_angels_the.html
- "The Prelude" by William Wordsworth
  - http://www.poetryfoundation.org/poems-and-poets/poems/detail/45542
- "Invictus" by William Ernest Henley
  - http://www.poetryfoundation.org/poems-and-poets/poems/detail/51642
- "Taliban Gun Down Girl Who Spoke Up For Rights" by Declan Walsh

Lincoln Park Public Schools – CURRICULUM FRAMEWORK
UNIT NUMBER: 6
UNIT TITLE: Character in Crisis
Course: ELA 11 Honors   Timeframe: 6 weeks

	○ http://www.nytimes.com/2012/10/10/world/asia/teen-school-activist-malala-yousafzai-survives-hit-by-pakistani-taliban.html?rref=collection%2Ftimestopic%2FYousafzai%2C%20Malala&_r=0 ● "Inspiring Moments Come Out of Ferguson, Missouri" by Raven Clabough ○ http://www.thenewamerican.com/usnews/item/18957-inspiring-moments-come-out-of-ferguson-missouri ● "Brandon Marshall and His Borderline Personality Disorder" by Michael O'Keefe ○ http://www.nydailynews.com/sports/football/jets/brandon-marshall-borderline-personality-disorder-article-1.2141563 ● "Brandon Marshall Opens Up About Mental Illness in New PSA" by Avery Stone (just need to view accompanying PSA) ○ http://ftw.usatoday.com/2015/01/brandon-marshall-opens-up-about-mental-illness-in-new-psa
Common Core State Standards (CCSS) - Reading	RI/RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI/RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RI/RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RI/RL.11-12.4

	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) RI/RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. RI/RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Common Core State Standards (CCSS) - Writing	W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. W.11-12.1.b

	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1.c
Use words, phrases, and clauses as well as varied syntax 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.
W.11-12.1.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.
W.11-12.1.e
Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2.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.
W.11-12.2.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.
W.11-12.2.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. W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W.11-12.2.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. W.11-12.2.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.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.11-12.3.c

	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Common Core State Standards (CCSS) - Listening & Speaking	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, 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.11-12.5 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.

Lincoln Park Public Schools – CURRICULUM FRAMEWORK
UNIT NUMBER: 6
UNIT TITLE: Character in Crisis
Course: ELA 11 Honors   Timeframe: 6 weeks

Common Core State Standards (CCSS) - Language	L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.3 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. L.11-12.4 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. L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Common Core State Standards (CCSS) – Foundational Skills	
Essential Standards	RL.11.1, RL.11.2, RI.11.1, RI.11.2, RI.11.3, RI.11.4, RI.11.8, W.11.2, W.11.9

Lincoln Park Public Schools – CURRICULUM FRAMEWORK
UNIT NUMBER: 6
UNIT TITLE: Character in Crisis
Course: ELA 11 Honors   Timeframe: 6 weeks

Alignment to the Vision of High Quality Instruction in Reading & Writing	Reading • Students read multiple texts focused on the same topic to improve comprehension through text- to-text connections. • Foster students' engagement with complex texts by teaching students how different textual purposes, genres, and modes require different strategies for reading. • Encourage students to choose texts, including nonfiction, for themselves, in addition to assigned ones, to help them see themselves as capable readers who can independently use reading capabilities they learn in class. • Demonstrate, especially at the secondary level, how digital and visual texts including multimodal and multi-genre texts require different approaches to reading. • Connect students' reading of complex texts with their writing about reading and with writing that uses complex texts as models so they will recognize and be able to negotiate many different types of complex texts. • Develop students' ability to engage in meaningful discussion of the complex texts they read in whole- class, small group, and partner conversations so they can learn to negotiate and comprehend complex texts independently. Writing • Require all students—especially the less experienced ones—to write extensively so that they can be comfortable writing extended prose in elementary school, and a minimum of five-page essays in high school and ten-page essays in college. • Create writing assignments that ask students to interpret and analyze in a wide variety of genres.

	● Employ functional grammar approaches to help students understand how language works in a variety of contexts. ● Foster collaborative writing processes. ● Make new-media writing part of students' regular composing. ● Use strategies of formative assessment to give students feedback on developing drafts. ● Employ multiple measures, including portfolios, to provide summative assessments of students' develop

Stage 2: Determine Acceptable Evidence
(With the exception of formative assessments, all assessments listed in this section are required elements of the district's curriculum and the data associated will be collected in the district's performance management driver system.)

Performance Task **(Competence-Centered)**	Character Analysis: In most stories, some of the characters are given positive, heroic portrayals. Others have negative, villainous portrayals. Still others may begin with negative qualities and gradually become more and more positive. The author gives us details about characters' physical appearance, actions, speech, behavior, and interaction with others that help us figure out who is "good" and who is "bad." For this project, students track two-three characters throughout *A Tale of Two Cities* and work in small groups, noting all the clues that the author gives them in a Reading Log. Each member of the group will work together to think about how the characters' actions and dialogue reveal them to be a "hero" or "villain," analyzing whether their character was simply revealed,

	or developed or destroyed during times of crisis. When they are finished reading, each group will create a presentation (PowerPoint or Prezi, etc.) that outlines details about the characters and presents findings to the class. (Accompanying optional lesson plan found here: http://www.readwritethink.org/classroom-resources/lesson-plans/tracking-ways-writers-develop-1127.html?tab=4#tabs)
Degree of Competence/Criteria	Presentation Rubric (included with the task) RL.1, RL.2, RL.3, W.8, SL.1, SL.5,, L.4, L.6
Summative Assessment	Final Exam Final Exam Essay: The poet Percy Bysshe Shelley (1792-1822) wrote: *"Power, like a desolating pestilence,* *Pollutes whate'er it touches"* Citing examples from *A Tale of Two Cities* as support, defend or challenge Shelley's assertion. Argumentative Rubric W.1, W.4, W.9. L.1, L.2, L.3

Interim Assessment	Argumentative Writing: In literature, some characters are clearly heroic or villainous. Other characters, however, are more ambiguous, displaying a mixture of positive and negative qualities. In a well organized essay, consider two or three such characters in *A Tale of Two Cities*, explain what makes them ambiguous, and discuss how this ambiguity contributes to one or more of the novel's themes (redemption, secrecy, resurrection). Argumentative Rubric W.2, W.4, W.9. L.1, L.2, L.3
Formative Assessments	(Formative assessments are teacher-driven and therefore not reported in Illuminate.) Character Tracker: As students read and meet a multitude of characters, they record their understanding of their backgrounds and physical traits, as well as unanswered questions they have about them, and their final determination of the "type" of people they are. RL.1, RL.3
Student Self-Reflection and Self-Regulation (Student-Centered)	Reflection: Think about the most recent "crisis" you or someone close to you has experienced. What was revealed, developed or destroyed about your/their character? (You do not need to share the details of the crisis, just explore the change(s) you underwent in relation to the essential question for the unit.) W.3, L.1, L.2, L.3
	SAT reading post-test SAT language and writing post-test Multiple choice final exam

Lincoln Park Public Schools – CURRICULUM FRAMEWORK
UNIT NUMBER: 6
UNIT TITLE: Character in Crisis
Course: ELA 11 Honors   Timeframe: 6 weeks

System-Centered Competence	