

Teacher Work Sample

LAE 4360—Methods  
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# Rationale

Society is a collaboration of life with citizens of different ages, race, cultures, and backgrounds. America is one of the largest melting pots of a variety of different people. American citizens have to mix and live amongst each other as they go through their everyday lives. In their everyday lives, people have come across hardships that result from challenges with the lack of justice in the government system. This is problematic, for a system that has created and adapted laws and rights that were thought to be intended to help citizens toward a goal of equality. Through the years, America has gone through changes in social justice and tolerance. And, many citizens were affected by shortcomings. When it comes to rights and justice, it is the responsibility of the citizen to assure that his or her equal rights and justice are distributed fairly. Individuals must manifest their voice and opinion in the case of injustice. This unit is a tool that is relevant to these students at their age. As adolescents, it is most important to begin to establish their role in society as an equal, active citizen. The students must become aware of possible social issue in order to manifest their voice and opinion towards their rights and justice.

*Revolution—A Judgment of Justice* is 5-week unit is a collaborative interdisciplinary unit intended for eight grade English students in the second semester of the school year. The unit will be taught in association with the Social Studies department. The unit will include texts and lessons that are parallel with the Social Studies unit on the Civil Rights Movement. The units will cover ideas based upon the rights and justice

required for citizens in contrast to the injustice that was fought during the movement. The students will enhance their understanding of the Social Justice and Civil Rights Movements and the leaders that lead them. The unit will also cover injustices that have become issues in the students' present environment and communities. The students will identify their roles and identity within society and recognize rights that benefit them. In situations that interfere with those rights, the students will be able to manifest their voice and opinions on whether the case is just or unjust. By the end of the unit, the adolescents will be able to establish a stance and back up their standings in seeking justice for themselves and others.

Through the explorations of a variety of different texts and media, the students will model the leaders' different modes used to fight their hardships in finding justice to create their own arguments and campaigns for equality. The unit will surround various texts, such as: short stories, speeches, poems, articles, songs, and videos. The unit will begin with the study of the *Preamble of Constitution* and the Amendments within the *Bill of Rights*. It is important that the students know what rights are granted to them and the laws that protect them from bias and discrimination. These texts will also help the eighth graders to define justice and identify what makes an active, valuable citizen. The students will be able to distinguish possible situations that prove the Amendments most effective, as well as situations which could modify their lives if the Amendments did not exist. They will answer questions such as, "What rights are most valuable to you? Why are rights and laws necessary?" Along with the Constitution, the students will also learn the branches of government with their roles and responsibility in the System. To test the safety net of the Constitutional rights and laws, the students will apply a hypothetical

situation to them. In a scenario that the government could impose curfews on minors, the students will debate each side of justification of the issue by researching and utilizing the First Amendment and its clause. The students will see that, although the Constitution intends to protect the rights of its people, there are some instances which cause interference with the opinions and preferences of its people. This activity allows students to see that each argument has different sides that are required for the concept for persuasive writing. The students will use persuasion to make an attempt at appealing their ideals and opinions about a specific issue to their audience.

To strengthen the students' skill for an effective argument while achieving facts on both sides of the argument, the unit will require the students to complete a short research activity for the participation in a mock community forum. By choosing different societal characters, the students will collaborate to work in forming a personal statement on the stance of their character based upon the curfew issue. The students will use the computer to research information on the characters such as: lifestyles, responsibilities, economic status, and/or roles in society. The students will write their statements for an audience of citizens participating in a public forum for their local community. This activity will allow the students to recognize the differences of stance and opinions of the different character, and acknowledge how valuable the rights are to those different people. The forum will provide the students to become aware of the concept of purpose and audience for delivering a persuasive argument. The students will set up a classroom blog on their differing arguments and post of the sites for the other students to comment. The next two texts that the unit focuses on are Martin Luther King's "Letter from a Birmingham Jail" and an article on the Brown vs. Education case. Using these texts,

Students have to think about the context of the text, the author's purpose for the piece, as well as the basis of political bias of the message. They also consider the basis of equality does the texts argue for or against it.

With information on the history of civil injustice in the 1960s, the students have a background in which to further understand the context of the two pieces. King's text includes a lot of figurative language and metaphors that are important in comprehending the text. The students will work with two short poems that will allow the students to handle the larger text. The unit is not limited to written text. The students will also analyze two political cartoons that concern the Brown vs. the Board of Education case. Using each cartoon, the students will pitch the ideas that are displayed in the cartoons. The students will need to utilize the facts of the text as well as the illustrator's message represented in the text. In their presentations, the student will show their persuasion skills for effective appeal.

By the middle of the unit, the students have modeled from and acquired persuasive skills in building an effective argument based upon their opinions and ideas of justice. The students have acquired a basis of law by which to compare their ideas to and define the state of justice or lack thereof. The students will participate in an activity that will allow them to perform a mock trial against the suspects, J. W. Milam and Roy Bryant in the Emmett Till case. The Emmett Till article is quite controversial. The students will read the context of the article to build on facts that will help in the trial. One-third of the students will perform as each the plaintiff group (society and the Emmett Till supporters) and the defendant group (suspects). The remaining third of the class will be the jury. The jury group must gather the facts of the case in order to know the basis of the story to draw

on a conclusion. The teacher will perform the role as the judge. The jury will deliberate by addressing each issue and explaining why they made their decision in the end. The teacher will prepare a verdict. After the trial, the class will take a vote on whether they feel the verdict is justified. By the end of the activity the students will be able to identify the government's responsibility for justice, as well as society's. In the case of injustice, the citizens of society must be able to make a stance and by establishing an effective argument.

The other texts that are included in the unit are Sojourner Truth's speech, "Aint I a Woman" and Susan B. Anthony's "On Women's Right to Vote." Although most of the examples are ones that concerned social injustice through race, it is important that the students see that injustice performs against gender and class as well. The students will learn the history of the Women's suffrage movement in addition to civil rights. These two texts will also be compared to King's letter of address. The students will think about the effectiveness of each argument and the purpose of the author's choice for their mode and style of address. There has been a dramatic shift in equality of justice among all of society since the Civil Rights Movement and the Women's Suffrage Movement. Therefore it is important that the students apply current events and issues to the safety net of their rights. The students will be exposed to the multimedia clip about bullying and the short story, "Harrison Bergeron" written by Kurt Vonnegut, Jr. Vonnegut's life and biography will be applied to the concept of equality. The students will see that even though all individuals search for equality, everyone can not be totally equal. The students will participate in Literature Circles to further understand the text. The students will complete vocabulary assignments and quizzes that will help the students comprehend the

reading. In connection with text, the unit will require that the students learn and understand the elements of plot, which in turn will also provide a further understanding of the text. The teacher will use a clip from The Fresh Prince of Bel-Air episode to allow the students to correctly label a plot diagram. After this text is finished, the students will construct and analyze their own utopian society, and question how it compares to their own. The students will also be able to answer what will happen to the Amendments and Bill of Rights if everyone was the same and created equal.

In this Revolution unit, the students will study justice and the importance of persuasion in establishing an effective argument. The students will work to acknowledge and build their stance on a variety of cases and situation. By the end of the unit, the students would have learned their responsibility in becoming an active citizen and acquiring equal justice among others in society based upon the rights of the Constitution and the Bill of Rights. The unit will end with the students' creation of their Address of Justice papers concerned with their stance on the issue of bullying in schools. Their address will utilize and model the other works of the movement leaders. The main assessment of the unit will be a cumulative portfolio that will hold all of the students' writing, including: Quickwrite reflections, Freewrites, Address of Justice drafts, Vocabulary assignments, Literature Circle Worksheets, and Youth Curfew personal statements. The students will complete the unit by creating campaign signs against bullying in school and get a chance to protest peacefully in front of the school. The Revolution unit is an engaging collaboration of lessons that prepares the students to become active members of society. They will identify their own definitions of justice and acknowledge the importance of their rights and responsibilities. This unit will teach the



students to establish their own voice and manifests their ideas and opinions through persuasive writing and debatable arguments.

# Goals and Objectives

The main goal for this unit is for students to acknowledge their role in a society of justice and build a stance and effective arguments for any situation they may come across. Through many multimedia texts, the students are challenged to think critically about the definition of justice and how it relates to their lives. The Justice Portfolio is designed to scaffold and guide the students' thinking of their own stances and opinions about various societal issues. The students will be asked to complete various reflections and freewrites that build their ideals about different situations throughout the unit. The collection of the students' work and participation in activity will cooperate in getting the students to enhance their skills in creating an effective argument using facts from both sides of the issue. The students will also work to acquire a greater skill in persuasion by actively considering the concept for purpose and audience in addressing their stances.

The unit will allow the students to present their stances in front of the class. This enhances the student public speaking skills and well as their effectiveness to appeal to a specific audience. The students will work to develop their knowledge of figurative language, metaphor, persuasive writing, elements of plot, and vocabulary. The Justice Portfolio will be assessed based upon completion, competency, comprehension, and acquisition of appropriate skills.

# Unit Outline

## *Revolution—A Judgment of Justice*

**Week 1**—All lessons are designed for 50 minute lessons.

### **Day 1 (Monday)—Introduction**

4 min: Attendance and Housekeeping

5 min: Lingering Activity—The students will perform a Quick Write as they arrive to class while listening to **Lauryn Hill’s song, *Everything is Everything*** (Appendix I). The prompt will be on the board: *What is Justice? What does it mean to you?*

10 min: After the five minutes are up, pass out the lyrics to the song that was heard, and allow the students to read over the words. Lead a discussion of the writing topic and Lauryn Hill’s lyrics. Did the lyrics to the song change the students’ opinions? Compare and contrast the different views of justice in a Venn diagram on the board. Acknowledge that all students have different view points.

10 min: Explain the purpose and rationale for the unit planned for the next four weeks. Declare the overarching theme and its importance to upcoming texts, including **“Harrison Bergeron”** (Appendix A) by Kurt Vonnegut, Jr. Pass out the **rubric** for the Justice Portfolio. Explain the roles and expectations for the assignment. All assignments must be kept for the Justice Portfolio.

15 min: Display the **Preamble of the Constitution of the United States of America** (Appendix A) on the overhead. Allow the students to read over the text for a couple of minutes. Proceed to read the text aloud to the students one time. Read the text again with notes about the history of the Constitution and the intentions of establishing a “perfect Union” at the time it was written in 1787.

6 min: WRAP UP—no homework. **Exit ticket:** *Provide your own definition of Justice. What makes you a citizen?*

### **Day 2 (Tuesday)**

4 min: Attendance and Housekeeping. Pass back the exit tickets from the previous day (for portfolio).

10 min: Review the previous information from the Constitution. Ask the students questions relevant to the information given on the previous day. Introduce and review the **Bill of Rights and each of the additional Amendments** (Appendix C). For each amendment, discuss possible situations in which the law proves valuable in a real-life situation.

5 min: Lingering Activity—The students will choose three amendments and explain the importance of each. *If these Amendments were not passed, how would your life be different?* (Keep in portfolio)

5 min: Share the **chart with the branches of government for the United States of America** (Appendix E). Explain the roles and responsibilities of each branch in accordance with the Constitution.

20 min: **Group Work**—The class will break into three groups. In their groups, the students will each be given a branch of government. Each branch will dissect into specific roles within each division. The branches are given a particular issue to handle. The students will work through their roles to decide whether or not the particular bill should be passed. They will be able to vote, make adjustments to the bill, and/ or send to the President. Each branch will present their process of their decisions to the whole class.

6 min: **WRAP UP**—no homework. Tell students to meet in the computer lab for class the next day. **Exit ticket:** *What rights are most valuable to you? Why are rights and laws necessary?*

### **Day 3** (Wednesday)

\*\*Lessons for Days 3-5 are adapted from Leslie Harper Blatteau's Lesson; ReadWriteThink.org.

3 min: Attendance and Housekeeping. Pass back the exit tickets from the previous day (for portfolio).

5 min: Explain the instructions for the activity. Quickly review the concept of persuasion in writing discussed in their previous writing unit.

15 min: Pass out **the Youth Curfew worksheet** (Appendix E) for today's activity. Provide the class with the issue: *Do local governments have the right to impose curfews on citizens under the age of 18?* The students will write a Quick Write response to the prompt on the handout. The students will get into groups of four to discuss their opinions and ideas. Next, the teacher will lead a discussion of the students' opinions as a class.

12 min: The students will use the internet to identify and summarize the purpose of the First Amendment and its clauses. After their research, the class will discuss the purpose of the Amendment and record their findings on chart paper and on their handout.

4 min: Discuss briefly on whether or not the students feel that the curfew violates the First Amendment. Have the students vote on either side of the issue.

9 min: Break the students into two groups according to their stance on the issue on curfews (for or against). Allow each group to collaborate in brainstorming many reasons (and why) for both sides of the debated issue, but keeping in mind their original stances. Each group will be given a piece of chart paper to record their ideas. \*\*The charts will serve as the students' **exit tickets**.

3 min: **WRAP UP**—no homework. The students will meet in the computer lab again for the next day (The students will keep the handout with them).

### **Day 4** (Thursday)

3 min: Attendance and Housekeeping. The charts from the previous day will be posted in the front of the classroom. On each of the students' desk are index cards displaying the role of either: a teen who works at a movie theater, police officer in a high-crime area, mother of three who works nights, middle school student, city-council member running for reelection, or owner of a corner store.

5 min: Explain the instructions for the activity. Each student will think of how their role stands according to the curfew issue.

10 min: Students with matching role cards will form into groups to discuss their roles. The groups will work to form a personal statement on the stance of their character. The students should also take in account the different sides of the argument as defined on the previous day. The students can use the computer to research information on the characters such as: lifestyles, responsibilities, economic status, and/or roles in society. The students will write their statements for an audience of citizens participating in a public forum for their local community.

20 min: Write the different roles on the board so that all of the students know who will be in attendance to the meeting. Review the rules of debate, and allow the students to debate the issue as their provided characters. The public statements must display the students' awareness of both sides of the issue, as well as the audience. The students will write their public statements on the activity handout (Appendix E).

7 min: Pull the class together and discuss the issue as it pertains to the students' own lives. Is the curfew constitutional? Why or Why not? And, what are the advantages and disadvantages of curfew as it relates to the students' lives and communities.

5 min: WRAP UP—For homework, the students will write a statement in two paragraphs that argues for or against a youth curfew in their own city or community. The students will meet in the computer lab for the following day. **Exit ticket:** Turn in the activity handout.

## Day 5 (Friday)

7 min: Attendance and Housekeeping. Pass back the graded activity handouts (Keep for portfolio).

10 min: Show the students the classroom blog that was created for this project. Explain the purpose of the activity, how to navigate through the site, as well as what they are expected to accomplish.

17 min: The students will use the paragraph they wrote for homework as a starting point in creating their blog entries. Allow them to recognize and acknowledge their audiences in their complete their persuasive entries.

10 min: Allow students to break up into pairs to help each other edit their work. Once the students are happy with their entries, they will post their blogs on the site. Walk around the classroom to check each student's work to make sure that all entries are posted on the site (**Exit ticket**).

6 mins: WRAP UP—The students **will post comments** on two students' blogs. Pass out the excerpt from the "**Letter from a Birmingham Jail**" by **Martin Luther King Jr.** (Appendix A) Have the students read the text for homework. During the reading, the students must take notes in the margins of their responses to the texts. All assignments are due by the following Monday.

Students are to meet in the regular classroom on the following day.

## Week 2—All lessons are designed for 50 minute lessons.

### Day 6 (Monday)

3 min: Attendance and Housekeeping. Check to see that the students have taken notes on the text for homework. The points will be based upon completion.

10 min: Lingering Activity—The first list of HB vocabulary words (Appendix F) are listed on the board. Instruct the students to look up the words in the dictionary to find the meaning of each word. Review each word and their definitions with the students. Provide further examples and contextual sentences for them to better understand the meanings.

10 min: Display the poems, “**Metaphor for a Family**” (Appendix A) on the overheard. Explain the concept of a metaphor. Highlight all of the metaphors and what they compare in the poem. Pass out copies of the poem, “**Fifth of July**” (Appendix A).

13 min: Have the students break into groups to highlight the metaphors within the text to further explain the meaning of the poem. Tell each group to pick one metaphor to illustrate on a sheet of paper. Under each illustration, the students will explain what the author is trying to convey with this device.

10 min: When the students return as a collective class unit, have each group share one example that they found in the text. The class will discuss the meaning of the poem, as well as review the purpose and influence of the metaphor in a poem.

4 min: WRAP UP—For each of the vocabulary word definitions the students have found in class, the students must illustrate the meaning of the words for comprehension. The work turned in should be folded in quarters—four on each page. Homework due on the next day.

\*\*Notify the students that the vocabulary quiz will be on Friday.

## Day 7 (Tuesday)

5 min: Attendance and Housekeeping. Collect vocabulary homework (The teacher will check to make sure that the students have an understanding of the meaning. If any students have trouble, allow them a chance to fix their work before the quiz).

10 min: Lingering Activity—Play the **YouTube video, “Martin Luther King, Jr.: Letter From Birmingham Jail (clip)** (Appendix A).” As the video is finished, the students will write their reaction to the reading from last night in accordance to the video. The students will answer the question, *Was MLK’s incarceration justified by the system? Why or why not?* (Keep in portfolio)

15 min: Discuss the social injustice of the civil rights movement in the 60’s, and MLK’s activist role in society. 13 min: Explain, What is a metaphor? What is its purpose? Have the students look through the excerpt for metaphors. Highlight the vivid metaphors in the text and explain the purpose of MLK’s stylistic devices in his work. *What is he trying to compare?*

7 min: WRAP UP—For homework, the students will highlight or underline all of the facts within MLK’s text. They will differentiate the opinions and subjective matter within the text with another color.

## Day 8 (Wednesday)

4 min: Attendance and Housekeeping. Pass back the graded vocabulary assignments so that the students can study for the test on Friday (keep for portfolio).

10 min: Class discussion: *What was MLK trying to say in his letter? Who was he writing to? What is the difference between “just law” and “unjust law?”* Emphasize the authors’ purpose and audience to the students in relation to the excerpt from “**Letter from a Birmingham Jail**” by **Martin Luther King Jr.** (Appendix A). Discuss the First

Amendment in relation to MLK’s statement. *Was MLK “just” in breaking the law?*

20 min: Prepare the students for the next writing activity. Pretend you are living in 1963. Write a letter to the editor of the newspaper of choice. Persuade the editor to publish a story explaining your ideals about MLK’s incarceration. Recognize your purpose and audience. Using the notes from the previous homework assignment, the students will write to the editor explaining their opinions. Use two specific facts from the LFBJ text to support your argument. Keep the rough draft in portfolio.

10 min: Have the students pair up with a partner to revise each other’s first draft letter.

6 min: WRAP UP—Study for the Vocabulary quiz on Friday! **Exit ticket:** *Should the First Amendment be changed? Why or why not?*

### **Day 9** (Thursday)

4 min: Attendance and Housekeeping. The second vocabulary list (Appendix F) will be displayed on the board.

10 min: Lingering activity—On each of the students’ desk will be a copy of an **article on Brown vs. Education, “Brown vs. Board of Education: The Law, The Legacy”** (Appendix A). The students will read over the article and write a short response on the text (Keep for portfolio). Review the context or the case.

10 min: The students will disperse into 4 groups. Pass out the **BvBE Cartoon Worksheet** (Appendix G) so that half of the groups get different cartoons. Display the BvBE cartoons on the overhead. Have the students discuss their respective cartoons and fill out the discussion questions. The teacher will walk around the class to make sure that the students are on the right track.

20 min: Discuss the context of the cartoons as a class (the students will still be sitting as they were in their groups). Give them instructions for the next activity. The students will present a stance on the basis of their cartoons. The students will try to pitch their ideas with the attempt of selling the cartoons as art pieces for the community. Allow them 10 min or so to do some pre-planning of their presentations for the following day. *Students have to think about the context of the text, the author’s purpose for the piece, as well as the basis of political bias of the message. What basis of equality does the image represent? The students will have to prove their persuasive skills and techniques to their audience.*

6 min: WRAP UP—Remind them that the vocabulary quiz will be on Friday. The teacher will bring in enlarged prints of each cartoon as props for the students’ presentations. **Exit ticket:** Pass in BvBE Cartoon Worksheets. Have the students copy down the new vocabulary words to work on the definitions and illustrations during the weekend. Homework is due on Monday.

### **Day 10** (Friday)

3 min: Attendance and Housekeeping.

7 min: Review the vocabulary words by providing the students with sentences that use the words in context. Make the review a small competition between the boys and girls.

15 min: When the review is over, pass out the vocabulary quiz. The students will take their first vocabulary quiz. They will turn in their tests in the drop box.

20 min: Allow the students to get back into their groups from yesterday. Pass back the BvBE Cartoon Worksheets (Keep for portfolio). Give them some time to prepare for their Cartoon presentations. Each group will take three minutes to present. (**Exit ticket**)

5 min: WRAP UP—Review the BvDE lesson. Review the importance of persuasion and the stance of opinion. Although things may seem justified, such as the law, there are sometimes some room for bias and lack of justice. Remind the students about the HB vocabulary word assignment that is due on Monday.

### **Week 3**—All lessons are designed for 50 minute lessons.

#### **Day 11** (Monday)

3 min: Attendance and Housekeeping.

7 min: Review each HB vocabulary word from list 2 as well as their definitions with the students. Provide further examples and contextual sentences for them to better understand the meanings.

15 min: Lingering activity—The students will read **an article on the Emmett Louis Till case** (Appendix A). The students will write a **Quick Write response** to the article (Keep for portfolio).

10 min: Explain the context of the story as well as the more difficult vocabulary words. Split the classroom into three groups.

10 min: Each group will take the role of either: the jury, the defendant, or the plaintiff. The teacher will be the judge. Both the defendant and plaintiff groups need to come up with arguments that will judge J. W. Milam and Roy Bryant to be truly guilty or innocent. The groups have to use facts from the article to back up their arguments. The jury group must gather the facts of the case in order to know the basis of the story to draw on a conclusion. The mock trial will be held during the next class.

5 min: WRAP UP—The students will perform their trial during class on Wednesday. No homework. Collect HB vocabulary homework. Remind the students of the vocabulary quiz on Friday. **Exit Ticket:** *What is social injustice?*

#### **Day 12** (Tuesday)

3 min: Attendance and Housekeeping.

10 min: Explain the definition of Social Injustice.

15 min: The students will workshop their letters from LFBJ. Ask the students to take out their first drafts. In small groups, the students will edit and revise their letters for their final works in the Justice portfolio. The students will rotate their works so that all of the other group members have a chance to comment. The students will turn in their second drafts for teacher feedback.



15 min: Allow the students to work in their mock trial groups to make their arguments more concrete. Monitor each group to make sure they are on track.

7 min: WRAP UP—no homework. Vocab quiz on Friday! **Exit ticket:** *Is there a responsibility for the victims of injustice? What should they do in their case?*

#### **Day 14** (Wednesday)

4 min: Attendance and Housekeeping.

35 min: The class will conduct the mock trial. After the posted arguments, the jury will deliberate by addressing each issue and explaining why they made their decision in the end. The teacher will prepare a verdict. After the trial, the class will take a vote on whether they feel the verdict is justified.

5 min: The teacher will return the letter drafts to the students.

6 min: WRAP UP—Study for vocab quiz on Friday!

#### **Day 15** (Thursday)

3 min: Attendance and Housekeeping.

10 min: Lingering Activity—The students will finish a **Quick Write** on the question of *What is the government's responsibility in justice? Why? Who is involved?* Allow the students to think back to the introductory lessons on the roles of government (Keep for portfolio).

15 min: Discuss the students' responses (chance for informal assessment so that the teacher can make sure that the students are on track with what should be transacted so far in the unit). Explain the other factors and history of social injustice, including gender and social class.

10 min: Provide each student a copy of the speech, "**Aint I a Woman**" by **Sojourner Truth** (Appendix A). Read the selection aloud to the class. Provide the class with a brief biography of both authors, Sojourner Truth and Susan B. Anthony.

7 min: Discuss the author's style of writing. Who is the audience? What is she trying to say? Truth gave a speech. **Exit ticket:** *How do you think the influence differs from either MLK's letter or the case of Brown vs. the Board of Education?*

5 min: WRAP UP: Have the students read **Susan B. Anthony's speech, "On Women's Right to Vote"** (Appendix A) for homework. Vocab quiz tomorrow!

#### **Day 16** (Friday)

\*\*Lesson somewhat adapted from Sarah Riddell's lesson on Social Justice/ Literature Comprehension.

3 min: Attendance and Housekeeping.

7 min: Review the vocabulary words by providing the students with sentences that use the words in context. Make the review a small competition between the boys and girls.

10 min: When the review is over, pass out the vocabulary quiz. The students will take their first vocabulary quiz. They will turn in their tests in the drop box.

10 min: Review Susan B. Anthony’s speech. Answer any questions, particularly on vocabulary. Discuss the purpose and message of the text and how it relates to the context of the issues of the time it was written.

12 min: Draw a large Venn diagram on the whiteboard. Discuss the similarities and differences between each text based upon the message, style and tone. Fill in the items of discussion on the board and instruct the students to copy down the notes on their own sheets of paper (Keep for Portfolio).

8 min: WRAP UP—Have the students to think about all of the texts that were covered so far while passing out the rubric for the students’ ***Address for Justice*** papers that are due on the last day of the unit. They will turn in the paper with their portfolios. **Exit ticket:** None. For homework, the students will pre-read half of the short story, “Harrison Bergeron,” and start working on their *AJ* papers. Pass out copies of the short story.

**Week 4**—All lessons are designed for 50 minute lessons.

**Day 17** (Monday)

3 min: Attendance and Housekeeping.

10 min: Continue to review and discuss the two speeches. *Ask the students how they would feel if they were the speaker. Do the two authors have a common ground?* Restate the main points of each work and how it correlates to the theme of the unit.

15 min: Review Vonnegut’s biography to the students. *How does Vonnegut’s life apply to our theme of justice and equality?* Allow the students some time to begin reading over the text. After five minutes, read over the biography with the students. Explain the context of the short story they will begin this week.

17 min: Begin reading the first section of the story to the students.

5 min: WRAP UP—**Exit ticket:** *Can everyone ever be equal?*

**Day 12** (Tuesday)

\*\*The Literature Circle Worksheets are from ABCTeach.

3 min: Attendance and Housekeeping.

10 min: Go over the Elements of Plot (Exposition, Rising Action, Inciting Force, Climax, Falling Action, and Resolution) and the Plot Diagram.

4 min: Play the YouTube video, ‘**Fresh Prince of Bel Air "Knowledge Is Power" Clip.**’ (Appendix A) Ask the students to keep the plot concepts in mind while watching the clip. As the clip is playing, draw an empty plot diagram on the board. Encourage the students to take notes on the video, especially if they have not seen the episode before.

15 min: Ask one student to volunteer to explain the summary of the context of the video. Go through each element of plot. Have a student come up to the board to label an event from the video that correlates to a particular element. Complete and diagram the entire plot of the video. Ask the students *what Amendments were ignored in this situation?*

15 min: The discussion should transition to their reading of Harrison Bergeron. *What is the exposition of the story?* The students will disperse into their groups of four. Pass out

**Literature Circle Worksheets** (Appendix H). In these groups, the students will complete a Literature Circle activity based upon the first half of the “Harrison Bergeron” story. The students will pick roles from a hat.

3 min—WRAP UP: No Homework. **Exit ticket:** Literature Circle worksheets from group.

### **Day 13** (Wednesday)

3 min: Attendance and Housekeeping. Pass back the first Literature Circle worksheets (Keep for portfolio).

5 min: Lingering activity—Have the students create a **Freewrite** piece about the story they’ve read. Think of what it would be like if everyone were exactly the same. Make a prediction about the end of the story (Keep for portfolio).

15 min: Ask the students *what they would do if they were faced with and unfair situation of injustice today?* Have the students ponder while the teacher plays the YouTube video, “**Bullying You Tube-- A Survivor's STORY**” (Appendix A) At the end of the video, the students should volunteer their thoughts on the question.

10 min: Explain to the students that the subject of the video will be the basis of their AJ papers. The students will pick a side on whether bullying is justified or unjustified. Tell the students to think of all of the works that were reviewed during the unit, as well as the lesson on the Bill of Rights to the Constitution. The students will choose any form of address (speech, letter, protest campaign, poem, essay, sell’s pitch, etc.) to persuade others of their opinions. The students must recognize every side to the opinion and include in their work. They can use the texts as examples.

12 min: Allow the students time to create their first outline of their papers (first draft).

5 min: WRAP UP—Discuss the possibilities and realness of injustice happening to any one, at any time. Acknowledge the students’ responsibilities in taking a stance for or against the issue and manifesting their voice and opinions. The students must provide one of the text as a source to their argument. For homework, the students will create a thesis paragraph for their papers. Due on Friday. **Exit ticket:** Turn in outlines.

### **Day 14** (Thursday)

5 min: Attendance and Housekeeping. Return the AJ paper outlines with teacher feedback.

15 min: The students will disperse into their same Literature Circle groups. They are to complete the worksheets for the rest of the story that they read last night. The students will turn in their **second Literature Circles worksheets**.

15 min: Discuss the context of the story. Fill in an empty plot diagram on the board. Ask the students to copy the diagram for their notes (Keep in Portfolio). The students will take turns filling in the blanks. Discuss the concept of irony as it relates to the story. *What will happen to the Amendments and Bill of Rights if everyone was the same and created equal? What is the basis of equality we are looking for?*

10 min: Discuss the Utopian concept. Have the students draw their utopian societies and how it relates to their own society. On the back of their illustrations, the students will

describe their society by thinking of its citizens, government, laws, social classes, and/or race.

5 min: WRAP UP—The students will complete their utopian assignment for homework. They will share with the class tomorrow. Remind them that their thesis statement is due tomorrow. **No Exit ticket.**

### **Day 15** (Friday)

7 min: Attendance and Housekeeping. Collect thesis paragraphs. Return the second LC worksheets (Keep for portfolio).

20 min: The students present their utopian societies to the class (Keep for portfolio).

18 min: Ask the students to begin their first drafts of their AJ papers. Walk around the classroom to make sure that the students are on task and on track.

5 min: WRAP UP—the students will complete their first drafts for homework. Due on Monday. **No Exit ticket.** Remind the students about the portfolio that is due on Friday. Tell them to begin putting their papers in order.

## **Week 5**—All lessons are designed for 50 minute lessons.

### **Day 16** (Monday)

7 min: Attendance and Housekeeping. Check the students' completion of the first drafts of their papers.

30 min: Have the students break into six groups. The students will workshop their first drafts with other students.

7 min: Provide an opportunity for the students to ask any questions they have about the assignment. Discuss the concept of persuasion in writing again, as well as for purpose and audience.

6 min: WRAP UP—the students will revise their first drafts to be due on the next day. They will turn in their revisions for teacher feedback tomorrow. The students will continue to work on their portfolios. **No Exit ticket.**

### **Day 17** (Tuesday)

3 min: Attendance and Housekeeping. Collect the students' completion of the revised first drafts.

10 min: Lingering activity—While listening to **Marvin Gaye's song, *What's Goin' On* (Appendix I)**, the students will **Freewrite** (Keep for portfolio).

12 min: **Pass out the lyrics to the song** (Appendix A). Discuss the lyrics to the song. *Who is the audience? What is his message? Why do you think his message is important? Or not? Is his method of address effective?*

20 min: Lead a discussion on bullying. The students will participate in an open forum in the topic. The teacher will monitor for strong, supported arguments as a way of informal assessment. *How does the issue of bullying interfere with the rights that everyone has as a citizen?*

5 min: WRAP UP—Remind the students of the portfolio due on Friday. Have them continue to put it in order for homework. **No Exit ticket.**

### **Day 18** (Wednesday)

7 min: Attendance and Housekeeping. Pass out the first draft revisions with teacher feedback.

38 min: Give the students time to work on their second drafts. Conference with each student to make sure they are on track. Provide feedback. The students can work with other students to help with their drafts.

5 min: WRAP UP—the students will complete a final revision for class on Thursday.

### **Day 19** (Thursday)

7 min: Attendance and Housekeeping. Check that the students have their final revisions.

23 min: Break the students into six groups. In each group, the students will work on campaign signs against bullying. Their work will be displayed outside of the classroom. The teacher will supply markers, colored pencils, and posters. Encourage the students to bring in additional pictures or magazine clippings for their display.

15 min: The students will take out their revisions for a final workshop session with the other students in their groups. The students can also work on their portfolios.

5 min: WRAP UP—The students will prepare to turn in their AJ papers along with their Justice Portfolios tomorrow.

### **Day 20** (Friday)

4 min: Attendance and Housekeeping.

15 min: The students will work to complete their campaign posters.

5 min: The students will turn in their papers and portfolios.

26 min: Once finished, the students will go outside for a peaceful protest against bullying in schools. The teacher will post the signs outside of her classroom.

# Appendices

## Appendix A

### Materials

#### Short Stories:

Vonnegut Jr., Kurt King Jr., Martin Luther	“Harrison and Bergeron” excerpt from “Letter from a Birmingham Jail”
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#### Poems:

Anonymous Anonymous	“Metaphor for a Family” “Fifth of July”
------------------------	--

#### Songs:

Hill, Lauryn Gaye, Marvin	“Everything is Everything” “What’s Goin’ On?”
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#### Speeches:

Truth, Sojourner Anthony, Susan B.	“Aint I a Woman?” “On Women Right to Vote”
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#### Videos:

YouTube	“Martin Luther King, Jr.: Letter From a Birmingham Jail (clip)”
YouTube	“Fresh Prince of Bel Air "Knowledge Is Power" (clip)”
YouTube	“Bullying You Tube-- A Survivor's STORY”

#### Articles:

Huie, William Bradford	“The Shocking Story of Approved Killing Mississippi”
Patterson, James T.	“Brown vs. Board of Education: The Law, The Legacy”

## **Appendix B**

### The Preamble of the Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

## **Appendix C**

### **Bill of Rights and Amendments Worksheet**

#### **Amendment I**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

#### **Amendment II**

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

#### **Amendment III**

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

#### **Amendment IV**

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

#### **Amendment V**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

#### **Amendment VI**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses



against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

### **Amendment VII**

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

### **Amendment VIII**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

### **Amendment IX**

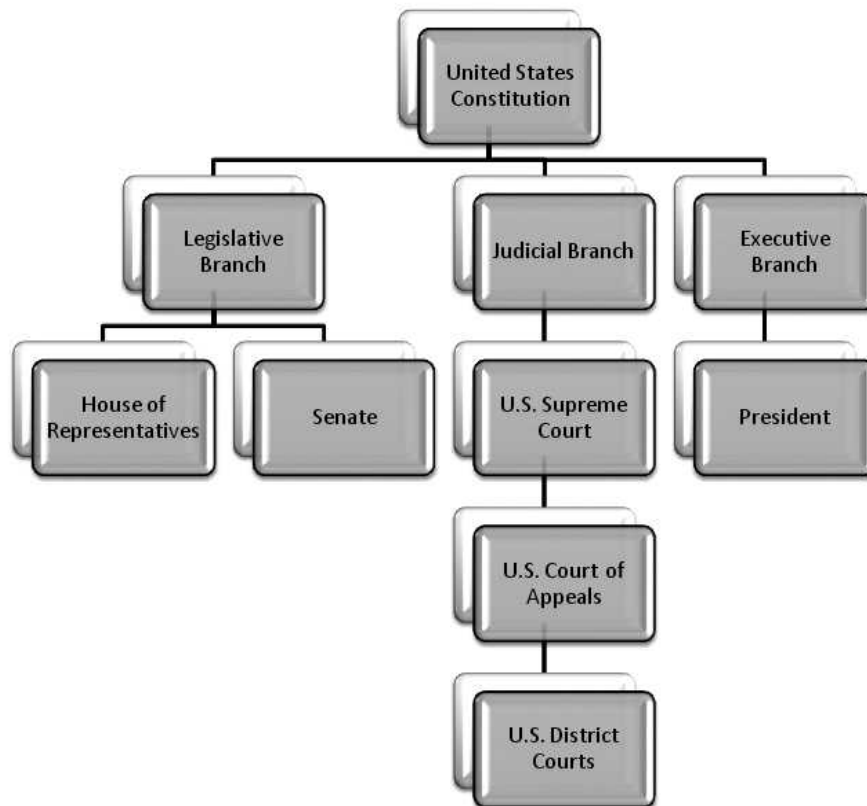
The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

### **Amendment X**

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

## Appendix D

### Branches of Government chart





## Appendix F

### “Harrison Bergeron” Vocabulary Lists

#### Vocabulary 1

1. Calibrated
2. Consternation
3. Cower
4. Hindrance
5. Luminous
6. Symmetry
7. Synchronizing
8. Vague
9. Vigilance
10. wince

#### Vocabulary 2

11. Interrupted
12. Plotting
13. Impediment
14. Equality
15. Abnormal
16. Suspicion
17. Transmitter
18. Clammy
19. Glimmeringly.

## Appendix G

### Brown vs. Board of Education Worksheet

#### Political Cartoon Analysis

Analyze the cartoons in terms of their relation to the *Brown v. Board of Education* case.

1. What do you see in the cartoon? Make a list.
2. Which of the items on the list from Question 1 are symbols? What does each stand for?
3. What is the artist's message in the cartoons? Is there a political bias in the cartoons? Who would agree with the message? Who would disagree?





## Travel Tracer-Literature Circles

Name: \_\_\_\_\_ Book: \_\_\_\_\_

Date: \_\_\_\_\_ Assignment: \_\_\_\_\_

**Travel Tracer: In a book where characters move around a lot and the scenes change frequently, it is important for everyone in your group to know where things are happening and how the setting may have changed. Even if the scenery doesn't change much, the setting is still a very important part of the story. Your job is to track where the action takes place. Describe each setting in detail, either in words or with a picture map that you can show and discuss with your group. Be sure to give the page numbers.**

Where the action begins:

Where the key events happened:

Where the events ended:

## Vocabulary Enricher-Literature Circles

Name: \_\_\_\_\_ Book: \_\_\_\_\_

Date: \_\_\_\_\_ Assignment: \_\_\_\_\_

**Vocabulary Enricher:** Your job is to look for a few important words in your reading. If you find words that are puzzling or unfamiliar, mark them down on this page while you are reading. Later, you can look them up in a dictionary and write down their definitions. You may also find words in the reading that are significant to the story. Mark these words too, and be ready to point them out to the group. When your circle meets, help members find and discuss the words.

**Pages and Paragraph**

**Word**

**Definition**





## Discussion Director-Literature Circles

Name: \_\_\_\_\_ Book: \_\_\_\_\_

Date: \_\_\_\_\_ Assignment: \_\_\_\_\_

**Discussion Director: Your job is to write a list of questions that your group might want to discuss about this part of the book. The best questions will come from your own thoughts, feelings, and ideas about this section of the book. You also need to write your own answers to these questions.**

Questions:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sample Questions:

What was going through your mind when you read this?

How did you feel when...?

Can someone summarize this section?

Did anything surprise you about this section of the book?

Predict something about the next section of the book.

## **Illustrator-Literature Circles**

Name: \_\_\_\_\_ Book: \_\_\_\_\_

Date: \_\_\_\_\_ Assignment: \_\_\_\_\_

**Illustrator:** Your job is to draw some kind of a picture related to what you read in your section. It can be a sketch, cartoon, diagram, or stick figure scene. It can be about something that you read, something that the reading reminded you about, or an element of the story (plot, character, setting).

**Presentation Plan:** When the Discussion Director invites you to participate, you may show your picture without commenting on it, and let the others in your group individually guess what your picture means. After everyone has had a turn to guess, it is your turn to tell them what your picture means, where it came from, or what it represents to you. You may make your picture on this sheet, or on a separate page.

## Literary Luminary-Literature Circles

Name: \_\_\_\_\_ Book: \_\_\_\_\_

Date: \_\_\_\_\_ Assignment: \_\_\_\_\_

**Literary Luminary: Your job is to choose a paragraph or sentences from the book to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important from the text. You can read parts aloud yourself, or ask another group member to read them. Include your reasons for picking the paragraphs or sections you did. Please record the page number and paragraph.**

Paragraph and reason for choosing:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix I

### Song Lyrics

#### “What's Goin On”

Mother, mother  
There's too many of you crying  
Brother, brother, brother  
There's far too many of you dying  
You know we've got to find a way  
To bring some lovin' here today - Ya

Father, father  
We don't need to escalate  
You see, war is not the answer  
For only love can conquer hate  
You know we've got to find a way  
To bring some lovin' here today

Picket lines and picket signs  
Don't punish me with brutality  
Talk to me, so you can see  
Oh, what's going on  
What's going on  
Ya, what's going on  
Ah, what's going on

In the mean time  
Right on, baby  
Right on  
Right on

Father, father, everybody thinks we're wrong  
Oh, but who are they to judge us  
Simply because our hair is long  
Oh, you know we've got to find a way  
To bring some understanding here today  
Oh

Picket lines and picket signs  
Don't punish me with brutality  
Talk to me

So you can see  
What's going on  
Ya, what's going on  
Tell me what's going on  
I'll tell you what's going on - Uh  
Right on baby  
Right on baby ---Marvin Gaye, Motown

### **“Everything is Everything”**

Everything is everything  
What is meant to be, will be  
After winter, must come spring  
Change, it comes eventually  
[2x]

I wrote these words for everyone  
Who struggles in their youth  
Who won't accept deception  
Instead of what is truth  
It seems we lose the game,  
Before we even start to play  
Who made these rules? We're so confused  
Easily led astray  
Let me tell ya that  
Everything is everything  
Everything is everything  
After winter, must come spring  
Everything is everything

I philosophy  
Possibly speak tongues  
Beat drum, Abyssinian, street Baptist  
Rap this in fine linen  
From the beginning  
My practice extending across the atlas  
I begat this  
Flippin' in the ghetto on a dirty mattress  
You can't match this rapper / actress  
More powerful than two Cleopatras  
Bomb graffiti on the tomb of Nefertiti  
MCs ain't ready to take it to the Serengeti  
My rhymes is heavy like the mind of Sister Betty  
L. Boogie spars with stars and constellations

Then came down for a little conversation  
Adjacent to the king, fear no human being  
Roll with cherubims to Nassau Coliseum  
Now hear this mixture  
Where hip hop meets scripture  
Develop a negative into a positive picture

Now, everything is everything  
What is meant to be, will be  
After winter, must come spring  
Change, it comes eventually

Sometimes it seems  
We'll touch that dream  
But things come slow or not at all  
And the ones on top, won't make it stop  
So convinced that they might fall  
Let's love ourselves then we can't fail  
To make a better situation  
Tomorrow, our seeds will grow  
All we need is dedication

Let me tell ya that,  
Everything is everything  
Everything is everything  
After winter, must come spring  
Everything is everything

Everything is everything  
What is meant to be, will be  
After winter, must come spring  
Change, it comes eventually

---Lauryn Hill, *Miseducation of Lauryn Hill*

## Appendix J

### Rubric for Portfolio

In this unit, you will be asked to read and produce many texts. There will be various reflections and freewrites that will build your ideals about different situations of injustice throughout the unit. The collection of your work and participation in various activities will help to enhance your skills in creating an effective argument using facts and opinions. The Justice Portfolio will be assessed based upon completion, competency, comprehension, and acquisition of appropriate skills during the unit. The Portfolio will be a collaboration of you work during the unit to show what you have learned.

**The Justice Portfolio** includes:

Lingering Activity and Quick Writes responses (9)	20 pts
Vocabulary Illustrations (2)	20 pts
Exit tickets (14)	15 pts
Youth Curfew Worksheet and Blog Entry	25 pts
Venn Diagram Notes	5 pts
Address for Justice Papers	
Thesis paragraph	
Outline	
First draft with feedback	
Second draft	
Final	100 pts
Literature Circle Worksheets (2)	50 pts

Total points: \_\_\_\_\_



## Address for Justice Papers

We have discussed many texts concerning justice and injustice. We have also discussed and practice the effectiveness of persuasion on manifested voice and style on an issue. Based upon the video on bullying, you will pick a side on whether bullying is justified or unjustified. Think of all of the works that were reviewed during the unit, as well as the lesson on the Bill of Rights to the Constitution. Choose any form of address (speech, letter, protest campaign, poem, essay, sell's pitch, etc.) to persuade others of their opinions. You must recognize every side to the opinion and include in their work. You can use the texts as examples. Do not copy! The paper is worth 100 points. **No late work accepted! No excuses!**

Paper will receive an A if:

- The paper is thoroughly organized. The paper has a strong thesis and conclusion. The paper flows clearly and points are supported by sources, and presented in a logical manner. The topic is focused and relevant to the requirements of the papers.
- The paper has a strong and clear stance on the issue. The writer seems thoroughly informed about the facts and evidence of the text. Arguments are effectively supported and elaborated.
- The paper has little to no grammatical errors and strong word choice.

Paper will receive a B if:

- The paper has a clear thesis, body and conclusion. The paper flow clearly and is supported by factual information from the sources. The points are logical.
- The paper has a clear stance, but the arguments lack some support and elaboration.
- The writer is grammatically efficient with occasional error.
- Uses some strong word choices.

Paper will receive a C if:

- The paper has a thesis, body and conclusion. The paper is somewhat focused and supported by the texts. The paper tends to go off topic.

- The paper has a stance, and is backed up with some support. Not much elaboration.
- Some grammatical errors.
- Uses appropriate word choices

Paper will receive a D if:

- The paper has a thesis, body and conclusion.
- The paper tends to go off topic.
- Arguments backed with only a few facts and evidence from the sources.
- The voice not as evident in the work.
- Many grammatical errors; difficult to read

Paper will receive an F if:

- The paper is turned in late with little to no effort.
- Many grammatical errors; difficult to read.

# Sunshine State Standards

LA.8.1.6.1 : The student will use new vocabulary that is introduced and taught directly.

LA.8.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text.

LA.8.1.6.5: The student will relate new vocabulary to familiar words.

LA.8.1.6.10: The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.

LA.8.1.7.1: The student will use background knowledge of subject and related content areas, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

LA.8.1.7.2: The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning.

LA.8.1.7.5: The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.

LA.8.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections.

LA.8.1.7.7: The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).

LA.8.2.1.1: The student will identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.

LA.8.2.1.2: The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.

LA.8.2.1.3: The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry.

LA.8.2.1.4: The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.

LA.8.2.1.6: The student will compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme.

LA.8.2.1.5: The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence.

LA.8.2.1.8: The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written.

LA.8.2.2.3: The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).

LA.8.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests.

LA.8.3.1.2: The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion.

LA.8.3.1.3: The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

LA.8.3.2.1: The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience.

LA.8.3.3.2: The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas.

LA.8.3.3.3: The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).

LA.8.3.3.4: The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

LA.8.3.4.3: The student will edit for correct use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes.

LA.8.3.4.4: The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement.

LA.8.3.4.5: The student will edit for correct use of subject/verb agreement, noun/pronoun agreement.

LA.8.4.2.2: The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information.

LA.8.4.3.1: The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence.

LA.8.5.2.1: The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing.

LA.8.5.2.4: The student will research, organize, and effectively deliver speeches to entertain, inform, and persuade.

LA.8.6.2.4: The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

LA.8.6.3.2: The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.



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