*****Louisiana STUDENT STANDARDS***

 *K-12 Student Standards for*

 *English Language Arts:*

 **Grades 11-12 ENGLISH LANGUAGE ARTS**

**Reading Standards for Literature**

*The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

**Key Ideas and Details**

1. Cite strong, thorough, and relevant 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 matter uncertain.

*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.

3. Analyze the impact of the author's choices regarding how to develop and

    relate elements of a story or drama, including how the author develops character and

    setting, builds the plot and subplots, creates themes, and develops mood*/*atmosphere.

**Craft and Structure**

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.)

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.

 6. Analyze a case in which grasping point of view requires distinguishing what is

    directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or

    understatement).

**Integration of Knowledge and Ideas**

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live

     production of a play or recorded novel or poetry), evaluating how each version

     interprets the source text.

8. (Not applicable to literature)

9. Demonstrate knowledge of foundational works of U.S. and world literature,

 including how two or more texts from the same period treat similar themes and

 topics.

**Range of Reading and Level of Text Complexity**

10. By the end of grade 11, read and comprehend literature, including stories, dramas,

     and poems, in the grades 11 workplace/postsecondary text complexity proficiently,

     with scaffolding as needed at the high end of the range. Ruthe end of grade 12,

 read and comprehend literature, including stories, dramas, and poems, at the high

 end of the grades 11- workplace*/*postsecondary text complexity independently

 and proficiently.

**Reading Standards for Informational Text**

**Key Ideas and Details**

**1.** Cite strong, thorough, and relevant 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 matter uncertain.

2. Determine two or more central ideas of a text and analyze their development over

 the course of the text, i*n*cluding how they interact and build on one another to provide

 a complex analysis; provide an objective summary of the text.

3.  Analyze a complex set of ideas or sequence of events and explain how specific

     individuals, ideas, or events interact and develop over the course of the text.

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including

    figurative, connotative, and technical meanings; analyze how an author uses and

    refines the meaning of a key term or terms over the course of a text (e.g., how

    Madison defines *faction* in *Federalist* No. 10).

5.  Analyze and evaluate the effectiveness of the structure an author uses in his or her

     exposition or argument, including whether the structure makes points clear,

     convincing, and engaging.

6. Determine an author's point of view or purpose in a text in which the rhetoric is

    considered particularly effective, analyzing how style and content contribute to the

    student interpretation of power, persuasiveness, or beauty of the text**.**

**Integration of Knowledge and Ideas**

7. Integrate and evaluate multiple sources of information presented in different media

 or formats (e.g., visually, quantitatively) as well as in words in order to address a

    question or solve a problem.

8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application

    of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court

    majority opinions and dissents) and the premises, purposes, and arguments in works

    of public advocacy (e.g.*, The Federalist,* presidential addresses).

 9. Analyze foundational U.S. and world documents of historical and literary

 significance for their themes, purposes, and rhetorical features.

 **Range of Reading and level of Text Complexity**

10. By the end of grade 11, read and comprehend literary nonfiction in the grades

     11- workplace*/*postsecondary proficiently, with scaffolding as needed at the high end

     of the range. By the end of grade 12, read and comprehend literary nonfiction at

     the high end of the grades 11 workplace/postsecondary text complexity

     independently and proficiently.

**Writing Standards**

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to* meet e*ac*h *year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades****.***

**Text Types and Purposes**

1 W*r*ite arguments to support claims in an analysis of substantive topics or texts, using

 valid reasoning and relevant and sufficient evidence.

   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.

    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.

 c. use words, phrases, and clauses as well as varied syntax to link the major

 sections of the text, create co*er*cion, and clarify the relationships between claim(s)

 and reasons, between reasons and evidence, and between claim(s) and

 counterclaims.

 d. Establish and maintain a formal style and objecti*v*e tone while attending to the

 norms and conventions of the discipline in which they are writing.

 e. Provide a concluding statement or section that follows from and supports the

 argument presented.

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.

 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.

 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.

 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.

 d. Use precise language, domain-specific vocabulary, and techniques such as

 metaphor, simile, and analogy to manage the complexity of the topic.

 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.

 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).

3. Write narratives to develop real or imagined experiences or events using effective

 technique, well-chosen details, and well-structured event sequences.

 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.

 b. Use narrative techniques, such as dialogue, pacing, description, reflection, and

 multiple plot lines, to develop experiences, mood, tone, events, and*/*or characters.

 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).

 d. Use precise words and phrases, telling details, and figurative and sensory

 language to convey a vivid picture of the experiences, events, setting, mood, tone

 and*/*or characters.

 e. Provide a conclusion (when appropriate to the genre) that follows from and

 reflects on what is experienced, observed, or resolved over the course of the

 narrative.

**Production and Distribution of Writing**

4. P*r*oduce clear and coherent writing in which the development, organization, and style

 are appropriate to task. purpose, and audience.

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.

6 Use technology, including the Internet, to produce, publish, and update individual or

 shared writing products in response to ongoing feedback, including new arguments or

 information.

**Research to Build and Present Knowledge**

7. conduct short as well as more sustained research projects to answer a question

 (including a self-generate*d*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.

8. Gather relevant information from multiple authoritative sources, using advanced

 searches effect*iv*e*ly, ass*es strengths and limitations of each source in terms of the

 task, purpose, and audience; integrate information into the text selectively to maintain

 the flow of ideas, avoiding plagiarism and overreliance on any one source and

 following a standard format for citation (e.g., MLA, APA).

9. Dra*w* relevant evidence from grade-appropriate literary or informational texts to

 support analysis, reflection, and research.

 a. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge

 of foundational works of literature, including how two or more texts from the same

 period treat similar themes or topics").

 b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and

 evaluate the reasoning in seminal U.S. and world texts, including the application of

 constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court

 Case majority opinions and dissents) and the premises, purposes, and arguments

 in works of public advocacy").

**Range of Writing**

10. Write routinely o**ver exten**ded 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 and Listening Standards**

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

**Comprehension and Collaboration**

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*

 *issue*s, building on others' ideas and expressing their own clearly and persuasively.

 a. Come to discussions prepared, having read and researched material under

 study; explicitly draw on that preparation by referring to evidence from texts and

 other research on the topic or issue to stimulate a thoughtful, well-reasoned

 exchange of ideas.

 b. Work with peers to promote civil, democratic discussions and decision-making,

 set clear goals and deadlines, and establish individual roles as needed.

 c. Propel con*v*ersations by posing and responding to questions that probe reasoning

 and evidence; ensure a hearing for a full range of positions on a topic or issue;

 clarify, verify, or challenge ideas and conclusions; and promote divergent and

 creative perspectives.

 d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and

 evidence made on all sides of an issue; resolve contradictions when possible; and

 determine what additional information or research is required to deepen the

 investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media

 (e.g., visually, quantitatively, orally in order to make informed decisions and solve

 problems, evaluating the credibility and accuracy of each source and noting any

 discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric,

 assessing the stance, premises links among ideas, word choice, points of

 emphasis and tone used.

 **Presentation of Knowledge and Ideas**

 4. Present information, findings, and supporting evidence, while respecting intellectual

 property: convey a clear and distinct perspective, such that listeners can follow the

 line of reasoning, address alternative or opposing perspectives, and use

 organization, development, substance, and style that are appropriate to purpose

 audience, and a range of formal and informal tasks.

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.

6. Adapt speech to a variety of contexts, audiences, and tasks, demonstrating a

 command of formal English *wh*en indicated or appropriate.

**Language Standards**

*The following standards for grades offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's*

*grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*

**Conventions of Standard English**

1. Demonstrate command of the conventions of Standard English grammar and

 usage when writing or speaking.

 a. Apply the understanding that usage is a matter of convention, can change over

 time, and is sometimes contested.

 b. Resolve issues of complex or contested usage, consulting references (e.g.*,*

 *Merriam-Webster's Dictionary of English Usage, Garner's Modern American*

 *Usag*e) as needed.

2. Demonstrate command of the conventions of Standard English capitalization,

 punctuation, and spelling when writing.

 a. Observe hyphenation conventions.

b. Spell correctly.

**Knowledge of Language**

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.

 a*. V*ary syntax for effect, consulting references (e.g., Tufte's *Artful Sentence*s) for

guidance as needed; apply an understanding of syntax to the study of complex

 texts when reading.

**Vocabulary Acquisition and Use**

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.

 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.

 b Identify and correctly use patterns of word changes that indicate different

 meanings or parts of speech (e.g.*, conceive, conception, conceivable).*

 c.Consult general and specialized reference materials (e.g., dictionaries, glossaries,

 thesauruses), both print and digital, to find the pronunciation of a word or

 determine or clarify its precise meaning, it’s part of speech, its etymology, or its

 standard usage.

 d. *V*erify the preliminary determination of the meaning of a word or phrase (e.g., by

 checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances

 in word meanings.

 a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their

 role in the text.

 b. Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately general academic and domain-specific words and

 phrases, sufficient for reading, writing speaking, and listening at the college and

 career readiness level; demonstrate independence in no vocabulary knowledge

 when considering a word or phrase important to comprehension or expression.

**Vertical Progress*i*on**

*The standards for each grade should not be considered a checklist or taught in isolation. There is a flow of progression that creates coherence within a grade and from one grade to the next. The progressions are organized using standards. An anchor standard is a skill that high school graduates should have in order to be ready for entry into the workplace or postsecondary. The anchor standards are identical across all grades and content areas. Each of the progressions begins in Kindergarten and indicates a constant movement toward the high school standards. Progressions guarantee a steady, age-appropriate development of each topic and also ensure that gaps are not created in the English language arts education of Louisiana's students.*

There are 10 reading and 10 writing anchor standards, and 6 speaking/listening and 6 language standards.

**10 Reading Anchor Standards**

* Key Ideas and Details (Standard 1, 2, 3)
* Craft and Structure (Standard 4,5,6)
* Integration of Knowledge and Ideas (Standard 7, 8, 9)
* Range and Level of Text Complexity (Standard 10)

**10 Writing Anchor Standards**

* Text Types and purposes (Standard 1, 2, 3)
* Production and Distribution of Writing (Standard 4, 5, 6)
* Research to Build and Present Knowledge (Standard 7, 8, 9)
* Range of Writing (Standard 10)

**6 Speaking and Listening Anchor Standards**

* Comprehension and Collaboration (Standard 1,2,3)
* Presentation of Knowledge and Ideas (Standard 4, 5, 6)

**6 Language Anchor Standards**

* Conventions of Standard English (Standard 1,2)
* Knowledge of Language (Standard 3)
* Vocabulary Acquisition and Use (Standard 4,5,6)

### **Teaching Guide - Core Standards**

1. 11-12

[CCSS.ELA-LITERACY.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/)
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. 11-12

[CCSS.ELA-LITERACY.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/)
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

1. 11-12

[CCSS.ELA-LITERACY.CCRA.R.3](http://www.corestandards.org/ELA-Literacy/CCRA/R/3/)
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

1. 11-12

[CCSS.ELA-LITERACY.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/)
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1. 11-12

[CCSS.ELA-LITERACY.CCRA.R.5](http://www.corestandards.org/ELA-Literacy/CCRA/R/5/)
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

1. 11-12

[CCSS.ELA-LITERACY.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/)
Assess how point of view or purpose shapes the content and style of a text.

1. 11-12

[CCSS.ELA-LITERACY.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/)
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

1. 11-12

[CCSS.ELA-LITERACY.CCRA.W.3](http://www.corestandards.org/ELA-Literacy/CCRA/W/3/)
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

1. 11-12

[CCSS.ELA-LITERACY.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1. 11-12

[CCSS.ELA-LITERACY.CCRA.W.5](http://www.corestandards.org/ELA-Literacy/CCRA/W/5/)
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

1. 11-12

[CCSS.ELA-LITERACY.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/)
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

1. 11-12

[CCSS.ELA-LITERACY.CCRA.W.8](http://www.corestandards.org/ELA-Literacy/CCRA/W/8/)
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

1. 11-12

[CCSS.ELA-LITERACY.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/)
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1. 11-12

[CCSS.ELA-LITERACY.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/)
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**All the King's Men Lesson Plan**

**Study Objectives**

If all of the elements of this lesson plan are employed, students will develop the following powers, skills, and understanding:

1. Students will be able to analyze a complex story and understand Jack Burden's role as an unreliable narrator.
2. Students will be able to explore the concept of a roman à clef by both analyzing the history behind All the King's Men and writing their own parallel narrative.
3. Students will be able to develop their skills in both analytical and narrative writing.
4. Students will conduct in-depth research on the author and on American history.

***All the King’s Men* Lesson Plan Chart**

***Lesson Name: Building Background***

**Sample**

|  |  |  |
| --- | --- | --- |
| Category  | Day  | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | TLW: Create a Bio sketch of Robert Warren Penn – author “All the King’s MenTLW: Identify the characters and vocabulary associated with the novel “All the King’s Men | Vocabulary Acquisition and Use (4D) (6) |
| Information ExplanationModelingChecking for UnderstandingClosing | Background: Understanding the Background<https://www.youtube.com/watch?v=NKUu3QDfmK8>Characters and Vocabulary: Who’s Who in All the King’s Men Google Share: Cornell Notes on characters and VocabularyDiscussion/Question and Answer | <http://www.corestandards.org/ELA-Literacy/RL/11-12/3/> |
| Application IGuided PracticeFormative Evaluation | Pair Share: Creating a Bio Sketch (rubric attached)Word Wall Template Activity |  |
| Reteach |  |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation | Read Chapter 1 – Annotate and Answer Provided Chapter QuestionsLibrary of Congress EnrichmentScavenger Hunt <https://www.loc.gov/rr/program/bib/warren/>Character Chapter 1 Activity:  | Integration and knowledge of Ideas (9) |
| ClosingReviewRelate to Larger ContextPreview Reminders | Review Author and Characters and vocabulary  |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | You tube links – Background on Robert Warren PennGoogle Document: Vocabulary and Character BackgroundCornell Note Template: Characters and Vocabulary (google)Sample Word Wall Template for ModelScavenger Hunt Template – Author Snap Shot |  |
| **Differentiation**  |  |  |

***Lesson Name: Historical Context of Huey P. Long***

|  |  |  |
| --- | --- | --- |
| Category  | Day 1  | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | Understand the historical context influencing *All the King’s Men*Understand the Background events *of All the King’s Men* Journal: What do you know about Huey P. Long and what was his influence on Louisiana? | CCRI7. Integrate and evaluate multiple sources of information presented in different media or formats  |
| Information ExplanationModelingChecking for UnderstandingClosing | Review vocabulary as students post on word wall. <https://www.youtube.com/watch?v=NqgdpyL4YGo>Trailer Preview (video)Background Powerpoint – Background of Novel Discussion (Q/A) |  |
| Application IGuided PracticeFormative Evaluation | Small Group Activity: Similarity vs Differences of Huey and Willie(Similarity and Difference Chart from PowerpointHuey Long vs Willie Stark (research) 20 minutes)<https://www.hueylong.com/><https://www.pbs.org/wgbh/roadshow/stories/articles/2014/2/24/huey-longs-life-and-legacy>Take A Stance and Support A Side | [CCSS.ELA-LITERACY.CCRA.SL1. c.](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/)   |
| Reteach |  |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation | Chapter 1 Frame: Activity Sheet Review – Start (Characters, Locations, Conflicts, Events, possible Future Events, Main Idea, Key Terms and Vocabulary) (pair share) |  |
| ClosingReviewRelate to Larger ContextPreview Reminders | Review sections of the FrameAssign Chapter 2 to read.  |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | All the King’s Men BookHuey P. Long vs Willie Stark debateHistorical Context GuideJournalsGoogle DocsBackground PowerpointYou tube – Preview video |  |
| **Differentiation**  | structured list of potential sources if students have trouble getting started with independent research. |  |

***Lesson Name: New Criticism and Roman a clef’***

|  |  |  |
| --- | --- | --- |
| Category  | Day 3 | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | TLW: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama, how the author develops character and setting, builds plots and subplots, creates themes, and develops mood and atmosphere.TLW: Cite strong, thorough and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text, including where the text leaves matter uncertain.  | CCSS.ELA-LITERACY.W.11-12.5; CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.W.11-12.8; CCSS.ELA-LITERACY.SL.11-12.1 |
| Information ExplanationModelingChecking for UnderstandingClosing | VideoSummary of Background EventsDiscussion: New Criticism – a mode of literary analysisRoman a’ clef- character and plot moves loosely represents real-life persons and events Q/A  |  |
| Application IGuided PracticeFormative Evaluation | Small Group Activity: Character, Location, Conflict, Event, Possible Future Event, Main Idea and Vocabulary Identification (Activity Chart) - Chapter 1 Fact 5 Comprehension Check |  |
| Reteach | Point-of View: Similarities and Differences in Willie Stark vs Huey P. Long | [CCSS.ELA-LITERACY.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/)Assess how point of view or purpose shapes the content and style of a text. |
| Application 2Independent PracticeEnrichmentSummative Evaluation | Comprehension Guide: Chapter 1 - Frame |  |
| ClosingReviewRelate to Larger ContextPreview Reminders | Review Small Group FindingsSet Deadline for Chapter 2 (page numbers) |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | VideoActivity Guide SheetBackground Notes*All the King’s Men* bookComprehension Fact 5 Quiz |  |
| **Differentiation**  | choose to provide a limited list of potential political stories they could use. Also consider conducting a workshop on library and online research. Mixed-level groups could work well for this activity.  |  |

***Lesson Name: Flashbacks and Foreshadowing***

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| --- | --- | --- |
| Category  | Day 1  | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | TLW: Explain how an author develops the point of view of the narrator or speaker in a text.TLW: Cite strong, thorough, and relevant textual evidence to support analysis of what the text says.Focus: Flashbacks and Foreshadowing in Chapter 1 | [CCSS.ELA-LITERACY.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/) |
| Information ExplanationModelingChecking for UnderstandingClosing | – Chapter 1 Review<https://prezi.com/tl0m2olxl0kn/foreshadowing-and-time-shifts-in-all-the-kings-men/> Prezi Integrate definition and example of flashback and foreshadowing.Q/A |  |
| Application IGuided PracticeFormative Evaluation | Fish Bowl Questions- Chapter 11- “Man is conceived in sin and born in corruption.” – how do you  think this quote foreshadows the dramatic conclusion2. Discuss flashback. Where in the chapter does this occur?3. Inner conflict which occurs with Jack and why?4. Cite evidence of political moves in this chapter.5. How is the theme of personal responsibility linked to the  burden of history with the character- Jack. Cite examples.6. How is the theme of father and sons evident. Cite proof.  | [CCSS.ELA-LITERACY.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) |
| Reteach | New Criticism and roman a’clef |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation | Independent reading |  |
| ClosingReviewRelate to Larger ContextPreview Reminders | Review fish bowl responsesRead pp. 110-152Chapter 2 |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | All the King’s Men bookPower point, projector, background notes, fish bowl questions |  |
| **Differentiation**  |  |  |

***Lesson Name: Burden of History***

|  |  |  |
| --- | --- | --- |
| Category  | Day 1  | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | TLW: Cite strong, thorough and relevant 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 the matter uncertain. Focus: Burden of History Students will be able to define and provide example which illustrate the burden of history.  |  |
| Information ExplanationModelingChecking for UnderstandingClosing | Power point background: Burden of History. Discussion/Q/AIntroduce: The Event of the School House Bid Activity | CCSS.ELA-LITERACY W.11-12.7CCSS.ELA-LITERACY RL.11-12.3 |
| Application IGuided PracticeFormative Evaluation | Pair Share – The Event of the School House Bid Activity (handout) - review | CSS.ELA-LITERACY SL.11-12.1 |
| Reteach | Flashback and Foreshadowing |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation | Independent Reading Chapter 2Work on Chapter Frame (Character, Location, Conflict, Event, Possible future event, Main Idea, and Vocabulary Identification  |  |
| ClosingReviewRelate to Larger ContextPreview Reminders | Review Burden of History and The School House Bid and How it defined the chronology of events in the novel.  |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | *All the King’s Men book*, Pair share activity, Independent Chap.2 Frame, Background Notes, The Event of the School house Bid Activity Sheet  |  |
| **Differentiation**  |  |  |

***Lesson Name: Rebirth and “The Great Sleep”***

|  |  |  |
| --- | --- | --- |
| Category  | Day 1  | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | Journal Writing Lesson Overview: Sometimes sleep gets to be serious or a complete thing,” or “It’s because you’re a sap. A triple-plated, spoon-fed, one gallus sap. (114). TLW: Interpret quotes as they apply to  Chapter 2 in All the King’s Men. TLW: Explain the development of two  themes: Rebirth and Greet Sleep in  Chapter 2.  | [CCSS.ELA-LITERACY.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/)[CCSS.ELA-LITERACY.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/) |
| Information ExplanationModelingChecking for UnderstandingClosing | Discuss the journal prewriting activityOverhead – definition of rebirth and the Great Sleep themes. Examples from Chapter 2 (Q/A) Place on board or smart board.  |  |
| Application IGuided PracticeFormative Evaluation | Pair Share – Chapter Poem ActivityReview3- member group Chap.2 Frame – Fix and Find |  |
| Reteach | Burden of History |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation | Audio reading Chapter 2 pp. 155 -180 – uncompleted for homework  |  |
| ClosingReviewRelate to Larger ContextPreview Reminders | Complete chapter 2 |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | All the King’s Men bookJournalPoem frameBackground notes |  |
| **Differentiation**  |  |  |

***Lesson Name: Symbols and Sequencing of Events: Extracting the Main Facts***

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| --- | --- | --- |
| Category  | Day 1  | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | TLW: Analyze how and why individual, events, ideas develop and interact over the course of a text.TLW: Determine central ideas and themes of a text and analyze their developmentTLW: Identify symbols in the novel  | CCSS.ELA – LITERACY.RL.11-12.1 |
| Information ExplanationModelingChecking for UnderstandingClosing | Background: Extracting Main Events in Chapter 3 and Symbols in the Novel (Discussion) |  |
| Application IGuided PracticeFormative Evaluation | Small Group: Main Event Activity Guide Sheet | CCSS.ELA-LITERACY W.11-12.8 |
| Reteach | Theme of rebirth and Great Sleep |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation | Complete a diagram tracking THREE things Jack remembers in Chapter 3 as well as how Warren portrayed Theodore. Respond to how does this affect Jack and Willie’s relationship? | CCSS.ELA -LITERACY W.11-12.7 |
| ClosingReviewRelate to Larger ContextPreview Reminders | Review Event Guide on Smartboard/Overhead |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | All the King’s Men bookSmart board slide share,Main Event Guide SheetSample Diagram Tracking Chart |  |
| **Differentiation**  |  |  |
|  |  |  |

***Lesson Name: The Hidden Meaning in Words***

|  |  |  |
| --- | --- | --- |
| Category  | Day 1  | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | Journal: Word MeaningsTLW: Summarize the key supporting details and ideas.TLW: Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings.  |  |
| Information ExplanationModelingChecking for UnderstandingClosing | Explain guidelines for vocabulary activity.Discussion on Jack and Theodore’s relationship. (Q/A) | CCSS.ELA -LITERACY.RL.11-12.4 |
| Application IGuided PracticeFormative Evaluation | Pair Share- Short Answer Analysis using text -Chapter 3 only | CCSS.ELA.LITERACY.RL.11-12.1 |
| Reteach | Symbols and Sequencing |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation |  |  |
| ClosingReviewRelate to Larger ContextPreview Reminders | Assign Chapter 4 reading -set due date.  |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | All the King’s Men bookShort Analysis GuideJournal  |  |
| **Differentiation**  | Use audio recording or read-aloud for reading assignment.  |  |

***Lesson Name: Chapter 4 Overview: Historical Events “The Cass Mastern Story”***

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| --- | --- | --- |
| Category  | Day 1  | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | Journal: Write a paragraph linking historical events that occurred during Robert Warren’s life (10 min)TLW: Prepare and participate in a range of conversations and collaborations, building on other ideas and clearly expressing their own.  |  |
| Information ExplanationModelingChecking for UnderstandingClosing | Background Chapter 4 – Slide Share“The Cass Mastern Story” Short Answer completion (note-taking to correspond with slide |  |
| Application IGuided PracticeFormative Evaluation | Groups of 3 – Have students Ready Comprehension Analysis and be able to retell story of Cass Mastern Use Who, What, When Where Frame(Story -retelling) | CCSS.ELA-SPEAKING.CCRA.SL.6 |
| Reteach | Vocabulary meanings: figurative and connotative meanings |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation | Cass Mastern Activity: Complete short answer on Chap. 3 not in presentation  | [CCSS.ELA-LITERACY.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/)CCSS.ELA- LITERACY. CCRI R.3  |
| ClosingReviewRelate to Larger ContextPreview Reminders | Review short answer completionAssign topics for Socratic discussion |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | All the King’s Men book, Journal, Google Docs, Chapter 4 Summary, Socratics Instructions and topic |  |
| **Differentiation**  |  |  |

***Lesson Name: Theme Exploration***

|  |  |  |
| --- | --- | --- |
| Category  | Day 1  | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | TLW: 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. | ELA-Literacy/RL/11-12/2/ |
| Information ExplanationModelingChecking for UnderstandingClosing | Background Notes: ThemeModel of Activity provided in background |  |
| Application IGuided PracticeFormative Evaluation | Group Activity: choose from the first five themes to create Theme Web including: Summary, Questions and Chew on it Application |  |
| Reteach | Cass Mastern events and implication on the Spider Web Theory |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation | Assign Reading Chapter 5 or audio reading if time allots.  |  |
| ClosingReviewRelate to Larger ContextPreview Reminders | Assign Chapter 5 for homework Review for Quiz Chapters 1-4  |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts |  |  |
| **Differentiation**  | Audio recording of book  |  |

***Lesson Name: Newspaper Investigation- Gathering the Data Chapter 5***

|  |  |  |
| --- | --- | --- |
| Category  | Day 1  | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | TLW: Produce clear coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. TLW: Students will frame the events of the novel in a contemporary comic form | CCSS.ELA-LITERACY.RL.11-12.6; CCSS.ELA-LITERACY.SL.11-12.4 |
| Information ExplanationModelingChecking for UnderstandingClosing | Review Quiz Chapters 1-4Background – Chapter 5 and Guidelines for Newspaper Investigation |  |
| Application IGuided PracticeFormative Evaluation | Scaffold Chart for Investigating – Chap.5Small Groups- Gathering the data |  |
| Reteach |  |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation | Write Individual News Stories via google docs |  |
| ClosingReviewRelate to Larger ContextPreview Reminders | Review News Story and Findings in Investigation |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | Chapter 5, Highlight. Investigative Scaffold Chart, Computer or IPADNews story template |  |
| **Differentiation**  | * For classes who struggle, you might give them a checklist of specific events to cover; for more advanced classes, consider asking them to use the gossip form to summarize the events of the whole book.
 |  |

***Lesson Name: Scoot and Discuss Chapters 1-5***

|  |  |  |
| --- | --- | --- |
| Category  | Day 1  | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | TLW: “Scoot” in small groups of (3-4) to discuss text by focusing on different stems at each station. TLW: Prepare and participate in a range of conversations and collaborations with diverse partners.  | [CCSS.ELA-LITERACY.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) |
| Information ExplanationModelingChecking for UnderstandingClosing | Explain the scoot and Discuss activity- smart board or overheadQ/A Practice run |  |
| Reteach |  |  |
| Application IGuided PracticeFormative Evaluation | Stations:1. Willie threatened Judge Irwin in Chapter 1- Why has it taken so long to return to Jack’s narrative summarize.2. How does the text suggest Jack feels about the evidence he found on Judge Irwin.3. Does Anne like Willie? Does she respect him? Cite evidence from text.4. Chap. 5 Short Answer |  |
| Reteach |  |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation |  |  |
| ClosingReviewRelate to Larger ContextPreview Reminders | Review Group Findings |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | Short Answer Sheets*All the King’s Men* bookHighlighters8x11 card stock for summariesEnvelope for evidenceSticky notes for wall post.  |  |
| **Differentiation**  | A person unable to scoot can stay in place and guide the discussion.  |  |

***Lesson Name: Group Text Based Presentations (Chapters 7,8,9)***

|  |  |  |
| --- | --- | --- |
| Category  | Day 1 3 Day Activity | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | TLW: Conduct short as well sustained research projects on questions, demonstrating matter under investigation | [CCSS.ELA-LITERACY.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/)Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| Information ExplanationModelingChecking for UnderstandingClosing | Guidelines for Group Text-based Presentations (Chapters 7,8,9) handout and visual Q/AModel exampleAssign Groups |  |
| Application IGuided PracticeFormative Evaluation | Model Presentation –RubricCharactersVocabularySummarySetting/LocationsEventsConflictsMain Focus/ThemeQuotations (1) AnalyzedQuestions (3)Delivery  | [CCSS.ELA-LITERACY.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/)Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| Reteach |  |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation | Individual work (assignment) within Group  |  |
| ClosingReviewRelate to Larger ContextPreview Reminders | Review Criteria for Projects |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | Guidelines, Rubrics, Manilla Folders with Guided Project Information  |  |
| **Differentiation**  |  |  |

***Lesson Name: Group Text Based Presentations (Chapters 7,8,9)***

|  |  |  |
| --- | --- | --- |
| Category  | Day 1  | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | TLW: Conduct short as well sustained research projects on questions, demonstrating matter under investigation |  |
| Information ExplanationModelingChecking for UnderstandingClosing | Reinforce the GuidelinesQuestion and Answer Session: Student Project Concerns |  |
| Application IGuided PracticeFormative Evaluation | Group Collaborative Project work sessionConstant monitoring | [CCSS.ELA-LITERACY.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/)Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| Reteach |  |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation | Complete individual sections of project as homework |  |
| ClosingReviewRelate to Larger ContextPreview Reminders | Announce student presentations for tomorrow and procedure for speaking order |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | Student computersCollaborative Document |  |
| **Differentiation**  |  |  |

***Lesson Name: Group Text Based Presentations (Chapters 7,8,9)***

|  |  |  |
| --- | --- | --- |
| Category  | Day 1  | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | TLW: Integrate and evaluate content presented in diverse media format.TLW: Present information and findings and supporting evidence to listeners.  |  |
| Information ExplanationModelingChecking for UnderstandingClosing | Explain peer evaluation rubricStudent Presentations on Chapter 6,7,8  | [CCSS.ELA-LITERACY.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/)Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| Application IGuided PracticeFormative Evaluation | Peer EvaluationsFeedback |  |
| Reteach | Categories on the Rubric -Assessment |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation | Teacher Evaluation |  |
| ClosingReviewRelate to Larger ContextPreview Reminders | Read Chapter 9 by Wednesday |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | RubricPeer EvaluationsSmart boardPresentations Teacher Evaluation rubric |  |
| **Differentiation**  |  |  |

***Lesson Name: Tracing Plot***

|  |  |  |
| --- | --- | --- |
| Category  | Day 1  | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | TLW: trace the plot in All the King’s MenTLW: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | ELA-Literacy/RL/11-12/5/ |
| Information ExplanationModelingChecking for UnderstandingClosing | Chapter 9 – The ending ( slide share)Model – Tracing the Plot Line DiagramQ/A Feedback |  |
| Application IGuided PracticeFormative Evaluation | Pair Share – plot activityShort Evaluation Discussions |  |
| Reteach | Presentation Categories and Evaluation |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation |  |  |
| ClosingReviewRelate to Larger ContextPreview Reminders | Review Short answerEvaluationsAssess Problem Areas |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | Plot DiagramShort Answer Evaluation HandoutSlide Share – The Ending – key points |  |
| **Differentiation**  |  |  |

***Lesson Name: Comparing the Film Adaptation of All the King’s Men***

|  |  |  |
| --- | --- | --- |
| Category  | Day 1 2 days | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | TLW: Compare and Contrast film adaptions of the novel Journal: Trace the plot of *All the King’s Men*  | CCSS.ELA-LITERACY.RL.11-12.7; CCSS.ELA-LITERACY.SL.11-12.1 |
| Information ExplanationModelingChecking for UnderstandingClosing | Students should have watched the beginnings of one of the two film adaptations of the novel for homework the previous night. Now have them switch: whoever watched the beginning of the 1949 adaptation should watch the end of the 2006 adaptation, and vice versa. As they watch, they should take notes on the following questions: | ELA-Literacy.SL.11-12.2 |
| Application IGuided PracticeFormative Evaluation | Exit ticket – for group conclusionsGuided Note-taking rubric |  |
| Reteach |  |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation | Collect students' notes and assess them for completeness and thoroughness.  |  |
| ClosingReviewRelate to Larger ContextPreview Reminders | Review exit tickets and differences between movie versions and novel  |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts | MovieSmartboardJournals |  |
| **Differentiation**  | More advanced students could be asked to watch the entirety of both movies.Students who struggle might be provided with a chart for comparing and contrasting: they could analyze different assigned categories. |  |

***Lesson Name: Comparing the Antithesis: Everyman’s A King***

***(text excerpts)***

|  |  |  |
| --- | --- | --- |
| Category  | Days2 days | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer |  |  |
| Information ExplanationModelingChecking for UnderstandingClosing | <https://youtu.be/VzU0Cok3guQ>Preview  |  |
| Application IGuided PracticeFormative Evaluation |  |  |
| Reteach |  |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation |  |  |
| ClosingReviewRelate to Larger ContextPreview Reminders |  |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts |  |  |
| **Differentiation**  |  |  |

***Lesson Name: Putting All Together: Fun Review***

|  |  |  |
| --- | --- | --- |
| Category  | Day 1 and 22 days  | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer | TLW: Complete A study Guide reviewTLW: Master a test *All The King’s Men* with 75 percent proficiency.  |  |
| Information ExplanationModelingChecking for UnderstandingClosing |  |  |
| Application IGuided PracticeFormative Evaluation |  |  |
| Reteach |  |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation |  |  |
| ClosingReviewRelate to Larger ContextPreview Reminders |  |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts |  |  |
| **Differentiation**  |  |  |

***Lesson Name: Writing the Essay***

|  |  |  |  |
| --- | --- | --- | --- |
| Category  | Day 1  | Lesson Title | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer |  |  |  |
| Information ExplanationModelingChecking for UnderstandingClosing |  |  |  |
| Application IGuided PracticeFormative Evaluation |  |  |  |
| Reteach |  |  |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation |  |  |  |
| ClosingReviewRelate to Larger ContextPreview Reminders |  |  |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts |  |  |  |
| **Differentiation**  |  |  |  |

**Essay Questions**

1. Is the main character of the novel Willie Stark or Jack Burden? Why?
2. Compare and contrast Jack Burden with another unreliable narrator from a work of twentieth-century literature.
3. Compare and contrast Willie Stark with a real American political figure of your choice, past or present (other than Huey Long). How might Warren's text provide insight into that figure?
4. What is the role of gender in the novel?
5. Conduct a close reading of the title in relation to the novel as a whole. Why do you think Warren chose it?
6. Does goodness exist? Can it be done? Is it only through badness that it can be created? Analyze the view of the novel as a whole on these questions, and critique it from your own perspective.
7. What is the role of the Cass Mastern story in the novel? Why is Cass Mastern so significant to Jack? How does he relate to the larger themes of the novel?

***Lesson Name: Writing the Essay***

|  |  |  |  |
| --- | --- | --- | --- |
| Category  | Day 1  | Lesson Title | Common Core Standard |
| **Opening:**Focus/ObjectivePurposeOverviewAdvanced Organizer |  |  |  |
| Information ExplanationModelingChecking for UnderstandingClosing |  |  |  |
| Application IGuided PracticeFormative Evaluation |  |  |  |
| Reteach |  |  |  |
| Application 2Independent PracticeEnrichmentSummative Evaluation |  |  |  |
| ClosingReviewRelate to Larger ContextPreview Reminders |  |  |  |
| **Materials and Technology needed**VideosLinksSupplemental TextSmart BoardTextbook Graphs/Charts |  |  |  |
| **Differentiation**  |  |  |  |