



Literacy Design
Collaborative

Surviving the Fire: Coping with Life's Changes

★ TASK ★ LADDER

by Juliana I. Thompson, Jean F. Lee, and Wendy Sass

The process of firing pottery is an appropriate metaphor for the significant life transitions adolescents experience during and after high school. If they pass the fiery test, they emerge as mature young adults ready for their next challenge. If they cannot survive the fire, they end up broken - and either have to begin again creating the desired change, or end in despair. Students have read two coming-of-age novels, *Jane Eyre* and *Wide Sargasso Sea*, whose protagonists struggle to survive a fiery crucible. In *Jane Eyre*, the protagonist faces growing up as an orphan with a family who dislikes her, a school who mistreats her, and a lover who lies to her to become a strong, independent woman. In *Wide Sargasso Sea*, author Jean Rhys explains the history of Bertha Mason, the "madwoman in the attic" of *Jane Eyre*. This protagonist faces ostracism from her community, a legacy of "madness" in her family, and marriage for money to a man who brutally mistreats her to become a broken, suicidal arsonist. Students read the novels through the lens of feminism, post-colonialism, and modernism.

In this module "Surviving the Fire: Characters Coping with Life's Changes", which begins after the reading of *Jane Eyre* and *Wide Sargasso Sea*, students will investigate how people react to a rapidly changing world and utilize coping strategies. They will read various informational texts including articles from periodicals and newspapers, a chapter from a college textbook, and a work of literacy criticism, and they will interpret real world statistics about change. The module will serve as the culminating writing for the entire unit; although, it is not inclusive of the actual reading of *Jane Eyre* or *Wide Sargasso Sea*. At the end of the module, students will write an essay comparing and contrasting how the protagonists of *Jane Eyre* and *Wide Sargasso Sea* react to a rapidly changing world by explaining the nature of the conflict, its effects on the characters, and how the characters employ coping strategies to deal with the conflict.

GRADES

DISCIPLINE

COURSE

PACING

11 - 12

 ELA

 Honors

 14hr

Section 1: What Task?

Teaching Task

Task Template IE5 - Informational or Explanatory

How do the protagonists of *Jane Eyre* and *Wide Sargasso Sea* react to a rapidly changing world? After reading *Jane Eyre* and *Wide Sargasso Sea* and informational texts on coping strategies, write an essay in which you compare how effectively Jane Eyre and Antoinette Cosway employ coping strategies to deal with their conflicts. Support your discussion with evidence from the text/s.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RL.11-12.1

Focus

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.1

Focus

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2

Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

RI.11-12.7

Focus

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.

W.11-12.2

Focus

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the 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 over-reliance on any one source and following a standard format for citation.

W.11-12.9

Focus

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Texts

🔗 **The Fated Modernist Heroine: Female Protagonists in Jane Eyre and Wide Sargasso Sea**

📖 **Chapter 71: Coping Skills from 21st Century Psychology: A Reference Handbook**

🔗 **Suicide Statistics from SAVE**

🔗 **Business Insider: What is the key to survival in a constantly changing environment?**

🔗 **Atlantic Monthly: The Age of Social Transformation**

- 🔗 **Standing outside the Fire (song lyrics)**
- 🔗 **Chicago Tribune: "The Aftermath of a Teen's Suicide"**
- 🔗 **The Writing Center at UNC-CH: Comparing and Contrasting**
- 🔗 **Joyce Carol Oates: "Life after High School"**
- 🔗 **Harvard College: How to Write a Comparative Analysis**
- 🔗 **University of Washington: Compare/Contrast Papers**
- 🔗 **UNC-CH: Reorganizing Drafts**
- 🔗 **The Madwomen in Our Attics: Jane Eyre's and Wide Sargasso Sea's Treatment of Feminism**

Student Work Rubric - Informational or Explanatory Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Presents a general or unclear controlling idea.	Presents a clear controlling idea that addresses the prompt , with an uneven focus .	Presents and maintains a clear, specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic .	Presents and maintains a precise, substantive controlling idea that addresses all aspects of the prompt, takes into account the complexity of the topic and, where appropriate, acknowledges gaps in evidence or information .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the controlling and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the controlling and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the controlling idea , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the controlling idea.	Thoroughly and accurately explains ideas and source material to support and develop the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	Groups ideas and uses transitions to develop the controlling idea, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive explanation . Uses transitions to clarify the relationships among complex ideas, concepts, and information .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among complex ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

During the past four years, you have grown from a young teenager trying to find your way around the high school to become a young adult preparing to move out and live independently. Naturally, you have experienced many transitions and you will continue to experience significant changes this year and beyond. In English class so far, we have read various books such as *Catcher in the Rye*, *Song of Solomon*, and most recently *Jane Eyre* and *Wide Sargasso Sea* about characters experiencing a similar coming-of-age.

An appropriate metaphor for this change process is the process of firing pottery. The potter takes clay and glaze, forms it into an object, and puts the object into the fire at very high temperatures to "mature." Like these objects, people mature by experiencing difficult, sometimes fiery, circumstances. If they pass the test, they emerge mature, ready for their next challenge. If they cannot survive the fire, they end up broken - and either have to begin again creating the desired change, or end in despair. You have seen how protagonists such as Holden Caulfield, Milkman Dead, Jane Eyre, and Antoinette Cosway struggle to survive a fiery crucible.

In this module "Surviving the Fire: Characters Coping with Life's Changes," you will build on what you learned from *Jane Eyre* and *Wide Sargasso Sea* previously. As you will remember, in *Jane Eyre*, the protagonist faces growing up as an orphan with a family who dislikes her, a school who mistreats her, and a lover who lies to her to become a strong, independent woman. In *Wide Sargasso Sea*, the protagonist faces ostracism from her community, a legacy of "madness" in her family, and marriage for money to a man who brutally mistreats her to become a suicidal arsonist. In this module, you will consider how individuals react to a rapidly changing world and utilize coping strategies. You will read various literary and informational texts including articles from periodicals and newspapers, a chapter from a college textbook, a short story, and a work of literacy criticism, and you will interpret real world statistics about change. At the end of the module, you will write an essay comparing and contrasting how effectively Jane Eyre and Antoinette Cosway employed coping strategies to deal with their conflicts.

Extension

Participate in the publication of an anthology of student essays on "Surviving the Fire: Coping with Life's Changes in *Jane Eyre* and *Wide Sargasso Sea*," copies of which are available for circulation both in the classroom and the school media center. This anthology will contain each student's essay in its final revised and edited form, with an introduction by the teacher. Note that this collection needs to be available in multiple copies, as it will serve as a source of exemplars for students who write similar assignments (Informational or Explanatory/Comparison) in succeeding years.

Section 2: What Skills?

Preparing for the Task

ACTIVE LISTENING: Ability to connect to content through listening to contemporary music and writing about overcoming an obstacle.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

TASK ENGAGEMENT: Ability to connect coping skills and suicide statistics to existing knowledge, skills, experiences, interests, and concerns and justify assertions with evidence.

Reading Process

ANNOTATION AND QUESTIONING: Ability to analyze the text for powerful claims and question provocative assertions.

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text

CONTENT COMPREHENSION: Ability to justify an assertion by synthesizing information from multiple texts.

UNDERSTANDING TEXT STRUCTURE OF A COMPARISON ESSAY: Ability to identify key components of text structure of comparison essay.

Transition to Writing

SEMINAR: Ability to actively listen and discuss texts

Writing Process

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory comparison essay.

INTRODUCTORY PARAGRAPH: Ability to hook the reader's attention, establish a controlling idea, and consolidate information relevant to task.





BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure and thorough and purposeful textual evidence.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose, so that essay effectively compares and contrasts the protagonists' coping strategies.

EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	ACTIVE LISTENING: Ability to connect to content through listening to contemporary music and writing about overcoming an obstacle.	JOURNAL ENTRY Listen and read along to the Garth Brooks song "Standing outside the Fire." As you listen, underline examples of paradox, irony, and imagery that the writer uses to develop his attitude toward overcoming obstacles. Then, write a journal response in which you describe a similar experience of overcoming obstacles. Use specific textual evidence from the song in your writing.	Meets if students clearly and coherently recount a personal experience in at least one paragraph with textual evidence from the song Does not meet if students fail to provide a personal experience and/or textual evidence from the song	1. Distribute song lyrics of "Standing outside the Fire." 2. Have students read song to themselves and underline examples of paradox, irony, and imagery. (5 minutes) 3. Play music video of song and ask students to identify examples of paradox, irony, and imagery that support the writer's attitude toward overcoming challenges. (5 minutes) 4. Discusses responses to song. (5 minutes) 5. Ask students to write about a time where they overcame a challenge. Have them compare their experiences to what is expressed in the song. They should refer to specific lyrics. (10 minutes) 6. Ask students to share responses with a buddy and then with the class. (5 minutes) Differentiation For students who struggle, allow them to review the definitions of paradox, irony, and/or imagery in their literary term notebooks.
Standards: W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. RI.11-12.2 : Determine two or more 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 provide a complex analysis; provide an objective summary of the text.				
Additional Attachments:  standing outside the fire 2.pdf  Standing outside the fire.pdf  "Standing outside the Fire" lyrics  "Standing outside the Fire" music video				
30 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	DO WHAT CHART AND EXIT SLIP 1. Read the task prompt with your group members. Then, underline all of the actions (or verbs) the task prompt is asking you to do and record them in the	Level 1: Students identify elements of the task prompt and paraphrase the task prompt using some appropriate transition words to indicate the order. Students make a	<i>The goal of this lesson is to teach students how to process task demands through specific analysis of a task prompt. Students are asked to identify the verbs and direct objects in a task prompt and then restate the prompt in their own words. Finally, students share their work with a peer for feedback and revise their writing. This lesson assumes that students have been</i>

"Do" column of the "Do What Chart" on your handout. Next, underline the direct objects the verbs are referencing and record them in the "What" section of the chart.

2. Restate the task prompt in your own words in the "Write About It" section of your handout. Be sure to include all elements of the task.

3. Share your writing with a partner. Use the checklist to provide and receive feedback.

4. Lastly, complete the "Exit Slip" portion of the handout in which you rewrite the task prompt in your own words making revisions based on the feedback you received.

few revisions to their work after receiving feedback.

Level 2: Students identify all elements of the task prompt and accurately paraphrase the task prompt using appropriate transition words to indicate the order. Students make revisions to their work after receiving feedback.

Level 3: Students identify all elements of the task prompt and accurately paraphrase the task prompt using appropriate transition words to indicate the order. Students make thoughtful revisions to their work after receiving feedback.




taught how to use transition words and engage in a peer edit writing activity.

The student will:

1. Work with his/her discussion group to underline and identify all of the actions that the task is asking them to do (i.e. the verbs in the task).
2. Participate in class discussion to share the verbs and respond to the question "_____ (insert verb) what?" (i.e. to identify the direct objects).
3. Complete a "Do What Chart."
4. Restate the task using his/her own words in the "Write About It" section of the handout.
5. Share his/her paraphrased task with a partner.
6. Use a checklist to provide and receive feedback.
7. Complete the "Exit Slip" portion of the handout in which he/she rewrites the task in his/her own words making revisions based on the peer feedback.

The teacher will:

1. Assign students to cooperative groups of 4 students.
2. Distribute the "Do What Chart" handout to students. Have students write the task prompt next to the word "Task" on their handout.
3. Direct students to read the task aloud in their group and identify/underline all the actions the task is asking them to do and record the underlined words in the "Do" column of the chart.
4. For students brand new to task analysis, the teacher should model this process first and think aloud as they deconstruct the task demands.
5. Ask various group representatives to share one of the actions they identified. Some examples might include analyze, discuss, interpret, and argue.
6. Record the responses on the board/chart for all to see, and ask the question "_____ (insert verb student shared) what?" Record the latter for all to see and ask students to record the information on their charts.
7. Ask each group to number each "do what" in the order they will complete the necessary actions. NOTE: *This activity is a great place to review/revisit transitions. Provide the students with a list of transitions or a set of transitions cards, and ask them which transitions they might use in their task analysis to ensure actions are stated in the proper sequence. This is also an opportunity for students to consider their strengths and weaknesses in terms of the task demand.*

				<p><i>Model how to reflect upon which actions in the task may be more or less challenging to complete. Think aloud about how this self-assessment may affect the order in which you complete the necessary actions in the task.</i></p> <ol style="list-style-type: none"> 8. Ask each student to complete the "Write About It" section on the handout by using the completed do/what chart to restate the teaching task in his/her own words. 9. Ask students to exchange their versions of the task with a shoulder partner and check the response for accuracy by using the criteria listed on the handout. To identify shoulder partners, each student should be paired up with one person who is sitting next to him/her. (Students will consider the following questions: Does the response include all actions on the chart? Are the actions stated in a specific order? Did the student use transitions to indicate the order?) 10. Allow time for students to make revisions and complete the "Exit Slip" portion of the handout. 11. Ask one person from each group to share his/her restated task.
	<p>Standards:</p> <p>CCR.W.2 : Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Additional Attachments:</p> <p> Do What 2.pdf</p> <p> Do What 1.pdf</p> <p> Do_What__Chart_Template.docx</p>			
20 mins	<p>TASK ENGAGEMENT:</p> <p>Ability to connect coping skills and suicide statistics to existing knowledge, skills, experiences, interests, and concerns and justify assertions with evidence.</p>	<p>ANTICIPATION GUIDE</p> <p>Engage in the Anticipation Guide using the following steps:</p> <ol style="list-style-type: none"> 1. On your own: Read each statement. In the space to left of each statement, place a check in the true or false column. 2. In small groups: Compare your answers and discuss why you have agreed or disagreed with the statement. 3. On your own: Read the statistics and 	<p>Not Yet</p> <p>Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose.</p> <p>Approaches Expectations</p> <p>Presents appropriate details to support and develop focus, controlling idea or claim, with minor lapse in the reasoning, examples, or explanations.</p> <p>Meets Expectations</p>	<p>Anticipation Guides prepare students for reading new material and/or listening to introductory lectures over new material. This activity is particularly useful when you are preparing to teach content that students may already know about—and may have some misconceptions about! The beauty of the AG is that it begins by having students state what they already think about the topic and then gives them an opportunity to revise their thinking. The questions on the AG make students more focused readers of the text. AGs also require students to cite evidence to support their original or new position on the facts presented in the text. After completing an AG, students have excellent notes over the material. AGs help students learn to take better notes by having them not only write down main ideas but also evidence for those ideas.</p>

annotate the textual evidence to confirm or refute your original prediction beside the statement.

4. In small groups: Defend your point of view – politely but firmly. Has your experience aligned with the statistics?

5. Whole group discussion: How are the plot events of *Jane Eyre* and *Wide Sargasso Sea* examples or non-examples of the statistics?

Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.

Exceeds Expectations

Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.

- Begin by converting the most important information from the text into short statements. These statements should challenge preconceived ideas and pique student interest in the material. Next, present the statements to students— either on a screen or board (for them to copy) or on a prepared handout. Give students a response option (Agree or Disagree).

- After students complete their responses, you might have a class discussion of their responses or have students discuss their responses in small groups. You could even poll the class for answers and give percentages of agreement/disagreement for each statement. (These percentages can later be compared with correct answers.

- Now the students are ready to read the material, watch the video, or hear the lecture. As students interact with the material, they should be trying to determine whether their pre-reading responses were correct, adjusting their initial responses as needed. They should also gather evidence to support both their correct and incorrect responses. Students may read in small groups (perhaps the same group with whom they first discussed pre-reading responses) or individually. After students complete the AG, begin discussion by asking what surprised students. Ask students to share before and after responses as well as their explanations. As students discuss their final responses, the instructor can address any confusion or misunderstanding students still have.

Collaboration Grouping Procedures

On your own: In the space to left of each statement, place a check in the true or false column.

In small groups: Compare your answers and discuss why you have agreed or disagreed with the statement.

On your own: Read the statistics and annotate the textual evidence to confirm or refute your original prediction beside the statement.

In small groups: Defend your point of view – politely but firmly. Has your experience aligned with the statistics?

Whole group discussion: How are the plot events of *Jane Eyre* and *Wide Sargasso Sea* examples or non-examples of the statistics?

Adapted from Fisher, Douglas, William G. Brozo, Nancy Frey, and Gay Ivey. 50 Content Area Strategies for Adolescent Literacy. Upper

Standards:

RI.11-12.7 : 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.

Additional Attachments:

 **Ant-Guide.pdf**

 **Anticipation Guide.pdf**

 **Anticipation Guide Suicide Statistics.docx**

Reading Process

50 mins

ANNOTATION AND QUESTIONING: Ability to analyze the text for powerful claims and question provocative assertions.

IT SAYS, BUT I THINK
What is a hero/heroine?
Read a work of literary criticism on *Jane Eyre* and *Wide Sargasso Sea*, and annotate statements that resonate and question other claims (using a T-chart). Finally, summarize the central ideas of the text.

Exemplary - Complete notes and thorough summary demonstrating clear understanding of the text

Good - Complete notes and summary demonstrating basic understanding of the text

Needs Work - Incomplete notes and/or inadequate summary demonstrating a lack of understanding of the text

1. Distribute copies of "The Fated Modernist Heroine: Female Protagonists in *Jane Eyre* and *Wide Sargasso Sea*."
2. Instruct students to get highlighter(s) and pens/pencils and create a T-chart that says "It says" on left column and "But I Think" on right column.
3. Review annotating and questioning the text with all students.
4. Model annotating and questioning portions of the text using the first 3 paragraphs using available SMART board.
 - Ask students for annotations; ask them to consider things they agree with (make an annotation) and disagree with (make a notation on the T-chart) as they read the text. Encourage varied responses for the same piece of text to help students understand that it is ok that their responses may vary.
 - Ask students to follow along and copy initial annotations.
5. Instruct students to finish reading/annotating the text and creating their T-charts.
6. At the end of the independent reading time, students will work with a partner to review each other's annotations and T-charts.
7. Students will ask their peers clarifying questions if they do not understand their peer's annotations.
8. At the end of this exercise, students should summarize the article.

Standards:

RI.11-12.2 : Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

Additional Attachments:

 **The Fated Modernist Heroine: Female Protagonists in Jane Eyre and Wide Sargasso Sea**

 **DOC111015-11102015082317.pdf**

 **DOC111015-11102015082326.pdf**

1 hr

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

CORNELL NOTES

How might individuals respond to stress? Complete Cornell Notes for each section of Chapter 71 "Coping Skills." Then, using these notes, write a summary demonstrating your understanding of the text.

Exemplary - Complete notes and thorough summary demonstrating clear understanding of the text

Good - Complete notes and summary demonstrating basic understanding of the text

Needs Work - Incomplete notes and/or inadequate summary demonstrating a lack of understanding of the text

1. Review how to take Cornell Notes using JMU's Learning Toolbox. (5 minutes)
2. Distribute the text of Chapter 71 "Coping Skills" from *21st Century Psychology* and the Cornell Notes handout for Chapter 71 "Coping Skills." (5 minutes)

- Indicate to students that the headings already printed on the left side are merely that, headings. Students should write key points from each section under the heading as well as add notes for each key point in the right column.
- Students should summarize each page of notes at the bottom of the page.

3. Using the SMART board, model taking Cornell Notes using the introduction section of Chapter 71. Students copy teacher's notes on their handouts. (5 minutes)

4. Ask students to read Chapter 71 and take notes using the Cornell method. (30 minutes)

5. Ask students to share their notes with a partner to see if they have adequately covered the key points of the chapter and page summaries. (5 minutes)

6. Instruct students to write a summary of the entirety of chapter 71. (5 minutes)








7. After students have composed their summaries, ask them to share out their summaries with the class. If needed, discuss if any improvements should be made. (5 minutes)

Differentiation: If students seem overwhelmed by the complexity or amount of reading or if time is an issue, you may use the Jigsaw approach. Divide students into home groups of three. Assign each student to an expert group of page 1, page 2, or page 3 of the Cornell Notes. Expert groups meet to discuss their assigned portions and complete the Cornell Notes. Then, they return to home groups and share their findings. Once the Cornell Notes have been completed, the home groups will write a summary of the entire chapter.

Standards:

W.11-12.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.

RI.11-12.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

	<p>Additional Attachments:</p> <p> DOC111015-11102015082335.pdf</p> <p> Coping Skills.pdf</p> <p> Cornell Notes for Ch. 71.docx</p> <p> Cornell Notes from JMU's Learning Toolbox</p>			
50 mins	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>CLOZE READING GRAPHIC ORGANIZER</p> <p>After reading each chunk of "The Age of Social Transformation" by Peter Drucker, create a short (10 words or less) summary on your graphic organizer. Then ask a question, make a connection, or come up with an idea about what you just read.</p>	<p>Student has created a series of accurate summaries of the text, and included relevant questions or commentary as well. These responses clearly indicate a comprehension of the text.</p>	<p>1. Model chunking and summarizing the first section of "The Age of Social Transformation" (<i>Atlantic Monthly</i> by Peter Drucker). Then, model how to develop a question, connection, or idea. Have students copy down what you did.</p> <p>2. Put students in pairs, and have them chunk the subsequent chunks and create one question, connection, or idea per chunk.</p> <p>3. Remind students that main ideas are specific about who, what, where, and why.</p>
	<p>Standards:</p> <p>CCR.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCR.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.</p>			
	<p>Additional Attachments:</p> <p> CopyofAofT-SierraKameronJordan.pdf</p> <p> The Age of Social Transformation (Atlantic Monthly)</p> <p> Cloze Reading Template</p>			
50 mins	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>META-COGNITIVE NOTE CARDS</p> <p>Read <i>Catcher in the Rye</i> (J.D. Salinger) and "Life after High School" (Joyce Carol Oates) and create a meta-cognitive note card for each text demonstrating your understanding of four major characteristics (healthy forms of love, unhealthy forms of love, suicidal thoughts/non-examples of coping strategies, and coping strategies).</p>	<p>Meets Expectations:</p> <p>Information on note card is complete, demonstrates a deep understanding of the text, and indicates student thinking.</p> <p>Not Yet:</p> <p>Information on note card is not complete, demonstrates only a surface understanding of the text, and indicates little or no student thinking.</p>	<p>Meta-cognitive Note Card (Self-thinking)</p> <p>The meta-cognitive note card is a comprehension strategy that organizes brain activity during reading. The note card takes four categories at a time to focus the thoughts of a student while they read, listen, or watch. This directs the students' thinking as they read. This is a particularly useful strategy for research.</p> <p>There are several possible skills that can be practiced on the cards: questioning, connecting, concluding, determining main ideas, inferencing, predicting, visualizing, defining vocabulary, analyzing character, analyzing plot development, identifying literary devices, and distinguishing between fact/opinion.</p> <p>Direct Instruction:</p> <ul style="list-style-type: none"> Give each student a note card and a copy of <i>Catcher in the Rye</i>, which they have already read. On the board have the note drawn with the

			<p>four areas you will be focusing at during this reading. The four areas are healthy forms of love, unhealthy forms of love, suicidal thoughts, and coping strategies.</p> <ul style="list-style-type: none">● Have students transfer the information on the board to their note cards.● Review the text along with students marking text that you think pertains to the areas of focus.● When finished, do the first box though a talk-aloud with students.● As you progress through the boxes, give the students more ownership and rely on them more for the information in the boxes. <p>Independent Practice:</p> <ul style="list-style-type: none">● Using "Life after High School," give the students another note card.● Instruct students to read the short story and complete this note card on the same four areas as the direct instruction.● The top left box has the reader look for evidence of healthy forms of love in the short story.● The top right box has the reader look for evidence of unhealthy forms of love in the short story.● The bottom left box has the reader look for examples of suicidal thoughts (non-examples of coping strategies) in the short story.● The bottom right bow has the reader look for examples of coping strategies in the short story.● Students are required to have 10 entries per card and any over 10 will be considered for extra credit.
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Standards:

CCR.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.

CCR.R.9 : Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCR.R.8 : Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- Additional Attachments:
- 🔗 J.D. Salinger: *Catcher in the Rye*
 - 🔗 Joyce Carol Oates: "Life after High School"
 - 📄 Research Card
 - 📄 Research Cards Meta-cognitive
 - 📄 Research Card
 - 📄 Biology "Genetics" Example
 - 📄 Debate research example
 - 📄 ELA fiction example
 - 📄 Science nonfiction example
 - 📄 A blank meta-cognitive graphic organizer

50 mins	<p>POST-READING > ENHANCING COMPREHENSION:</p> <p>Ability to identify the central point and main supporting elements of a text.</p>	<p>FINAL WORD PROTOCOL</p> <p>Read "What is the Key to Survival in a Constantly Changing Environment?" (<i>Business Insider</i>) and "The Aftermath of a Teen's Suicide" (<i>Chicago Tribune</i>) and annotate and/or take notes on at least three compelling ideas and cite textual evidence for each. Then, share your ideas and listen and respond to ideas from other students in your group. Finally, summarize the main ideas of your conversation.</p>	<p>Annotations and/or notes meet expectations if they</p> <ul style="list-style-type: none"> include at least 3 compelling ideas cite at least 3 pieces of textual evidence refer to other students' ideas contain an appropriate summary of the class's key discussion threads 	<ol style="list-style-type: none"> Briefly explain steps 2-6 and answer any questions students have. (5 minutes) Divide the class into groups of four. Assign each person one of the following roles: facilitator (monitors the process), timekeeper (monitors the time), speaker #1 (begins the first round), and reporter (reports out to the whole class). (5 minutes) Students read the texts (Business Insider article "What is the Key to Survival in a Constantly Changing Environment?" and Chicago Tribune article "The Aftermath of a Teen's Suicide") and annotate and/or take notes on at least 3 compelling ideas from their reading. Students must cite textual evidence for each compelling idea. (10 minutes*) Speaker #1 has up to <i>3 minutes</i> to share one of his/her compelling ideas and textual evidence with the group. The speaker describes why that quote struck him or her. For example, why does s/he agree/disagree with the quote, what questions does s/he have about that quote, what issues does it raise for him or her, what does s/he now wonder about in relation to that quote? The facilitator ensures no one may speak other than Speaker #1. The other group members should take notes on the speaker's comments. (3 minutes) Moving clockwise, each person has up to <i>1 minute</i> to address the speaker's idea. The purpose of the response is to expand on the presenter's thinking about the quote and the issues raised for him or her by the quote, to provide a different look at the quote, to clarify the presenter's thinking about the quote, and/or to question the presenter's assumptions about the quote and the issues raised (although at this time there is no response from the presenter). The facilitator ensures no one may question or comment other than the assigned speaker. The first speaker should take notes on the other group members' comments. (1 minute) When all four have had a chance to speak, Speaker #1 has up to <i>1 minute</i> to give the "final word," which should synthesize and reflect on the other three student's observations. Now what is s/he thinking? What is his or her reaction to what s/he has heard? (1 minute) Speaker #2 (the person to the left of Speaker #1) chooses and cites a different idea, and students should repeat steps #4-6. (5 minutes) Repeat step #7 for Speakers #3 and #4. (10 minutes) The reporters will share with the whole class on the key threads
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				<p>of their conversations. Ask all students to summarize the reading. (10 minutes)</p> <p>*The time for Step #2 depends on the length and complexity of the assigned text.</p> <p><i>This protocol is adapted from the National School Reform Faculty's Final Word protocol.</i></p>
	<p>Standards:</p> <p>SL.6.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>RI.6.2 : Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.7.2 : Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.8.2 : Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.9-10.2 : Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.11-12.2 : Determine two or more 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 provide a complex analysis; provide an objective summary of the text.</p>			
	<p>Additional Attachments:</p> <p>🔗 Chicago Tribune: The Aftermath of a Teen's Suicide</p> <p>🔗 What is the Key to Survival in a Constantly Changing Environment? (Business Insider)</p>			
55 mins	<p>ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text</p>	<p>VOCABULARY CAROUSEL</p> <p>Work in small groups to learn new definitions of avoidance behaviors (denial, projection, minimize, passivity, procrastination, and defeatism). Using the Vocabulary Carousel protocol, discuss ideas about words, create visual representations of words, and brainstorm positive coping strategies with which to replace each avoidance behavior.</p>	<p>Meets Expectations</p> <ul style="list-style-type: none"> • Posters have correct definition of each word clearly displayed • Posters show evidence of students silently discussing key ideas • Posters have a visual that clearly illustrates a prominent focus of the word 	<p><i>Before class:</i></p> <p>The teacher will create one poster for the 6 key avoidance behaviors:</p> <ul style="list-style-type: none"> • DENIAL (If I ignore it, maybe it will go away.) • PROJECTION (It's not my fault, so it's not my responsibility.) • MINIMIZE (It's not that big of a deal.) • PASSIVITY (I'm sure everything will work itself out.) • PROCRASTINATION (I'll get to it later.) • DEFEATISM (It's too late now.) <p>Each poster will have the word listed at the top of the paper. In the middle of the paper, the teacher will draw a circle. (The circle should be large enough for students to draw a visual representation in, but small enough to allow each group to write about the word outside of the circle.)</p>

The teacher will create groups of three students and will assign each group a color. The teacher needs to provide each student with a marker of that color.

Based on the number of the students in the class, the teacher may choose to create multiple sets of posters and have students rotate through one set of papers.

During class:

1. The teacher will divide the class into small groups and provide one color of marker for every student in each group (e.g., blue group, green group, red group, etc.). Assign each group to one vocabulary word (i.e., this is their home-group poster).*

2. The students will have five minutes to SILENTLY write what they think the word means or some other description of the word (e.g., examples, non-examples, synonyms, antonyms, characteristics of the word, etc.). Students should respond to other comments on the poster (e.g., smiley faces or checkmarks to show agreement, question marks to show confusion, etc.) (5 minutes)

3. The students will rotate through the other five stations and SILENTLY interact with the comments on the posters. The students should keep their assigned markers throughout the rotations. (25 minutes, which is 5 minutes for each poster)





4. When students return to their home-group posters, they will TALK about the words and the written discussions on the posters. As a group, they should decide on an image that represents the word. They will create that picture inside the circle. Then they will discuss a POSITIVE coping strategy that would replace the avoidance behavior listed on their chart. (15 minutes)




5. (If needed) - If you have created multiple sets of posters, ask the groups who investigated to meet up and discuss a recap of their brief discussion and share their pictures. Choose one representative from the two groups to report out their findings. (5 minutes)



6. The groups will report out their pictures to the whole class. (10 minutes)



Differentiation:

*If students are uncomfortable working in groups chosen by the teacher, assign groups and post names four days before having students complete the activity. Explain to students each day that they will work in these groups (list them out to students every day until


				the activity).
	<p>Standards:</p> <p>CCR.L.6 : Acquire and use accurately a range of 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 gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Attachments:</p> <p> 1110151130.jpg</p> <p> 1110150851.jpg</p> <p> 1110150851b.jpg</p> <p> 1110151128.jpg</p>			
40 mins	<p>CONTENT COMPREHENSION:</p> <p>Ability to justify an assertion by synthesizing information from multiple texts.</p>	<p>ON-DEMAND WRITING (SECRETS Q3-TYPE ESSAY)</p> <p>Throughout the ages, humans have struggled with keeping secrets or confessing their shortcomings. In <i>Coping with Stress</i> (2001), C.R. Synder claims that "people who tend to keep secrets have more physical and mental complaints, on average, than people who do not... [including] greater anxiety, depression, and bodily symptoms such as back pain and headaches. [...]</p> <p>The initial embarrassment of confessing is frequently outweighed by the relief that comes with the verbalization of the darker secretive aspects of the self" (200, 205).</p> <p>Select a novel, play, or epic poem of literary merit in which keeping secrets creates hardship for a character. Then write a well-developed essay analyzing how secrets function in the work as a whole and what that secret reveals about the character. Do not merely summarize the plot.</p>	<p>Q3 generic rubric.pdf</p>	<ol style="list-style-type: none"> 1. Review the major components of brainstorming, planning, and drafting a Q3 essay. 2. Explain to students that they will have 40 minutes to complete the essay and encourage them to use knowledge obtained through the informational texts in this module to support their assertions about a literary work. 3. Give students time to write. 4. Score the essay using the AP English Literature Q3 generic writing rubric.
	<p>Standards:</p> <p>W.11-12.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			


	<p>W.11-12.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>			
	<p>Additional Attachments:</p> <p> SecretsQ3.pdf</p>			
20 mins	<p>UNDERSTANDING TEXT STRUCTURE OF A COMPARISON ESSAY: Ability to identify key components of text structure of comparison essay.</p>	<p>CORNELL NOTES</p> <p>Read the texts about writing comparison essays. As you read, complete Cornell Notes on pertinent parts.</p>	<p>Meets Expectations</p> <ul style="list-style-type: none"> Notes section is thorough and detailed Summary shows a thorough understanding of comparison essays 	<ol style="list-style-type: none"> 1. Provide students a copy of the three articles. 2. Ask students to read the articles and annotate for pertinent information. 3. Ask students to transfer information from the articles to Cornell Notes. 4. Ask students to summarize the prominent components of a comparison essay.
	<p>Standards:</p> <p>RI.11-12.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>			
	<p>Additional Attachments:</p> <p> University of Washington: Compare/Contrast Essays</p> <p> Harvard College: How to Write a Comparative Analysis</p> <p> The Writing Center at UNC-CH: Comparing and Contrasting</p> <p> Feature Article Cornell Notes.pdf</p>			
1 hr and 30 mins	<p>UNDERSTANDING TEXT STRUCTURE OF A COMPARISON ESSAY: Ability to identify key components of text structure of comparison essay.</p>	<p>ANNOTATING A COMPARISON ESSAY</p> <p>Read the comparison essays "Shades of Being Human" and "The Madwomen in Our Attics: <i>Jane Eyre's</i> and <i>Wide Sargasso Sea's</i> Treatment of Feminism" and annotate them for the components of effective comparison essays (hook, focus, thesis, organizational structure, assertions, evidence, commentary, and closing). Then, summarize the author's central idea of each essay and evaluate whether the argument is clear, convincing, and engaging. Support your evaluation with textual evidence.</p>	<p>Meets Expectations</p> <ul style="list-style-type: none"> Students correctly annotated the article for the 8 components of comparison essays Students accurately summarized at least 2 of each article's central ideas Students thoroughly evaluated the author's structure and cited specific textual evidence 	<p>Direct Instruction/Small Group Guided Practice:</p> <ol style="list-style-type: none"> 1. Give each student a yellow, pink, green, blue, and orange highlighter and three pens (red, black, and blue). Each color represents one of the components of a comparison essay <ul style="list-style-type: none"> Red pen: Hook Black pen: Focus Blue pen: Organizational structure Yellow: Thesis Pink: Assertion Green: Evidence Blue: Commentary Orange: Closing 2. Pass out a copy of the sample comparison essay ("Shades of Being Human"). Begin to review the text along with students marking text that you think pertains to each component. As you progress, give the students more ownership and rely on them more for the information for the annotations. 3. Ask students to work in pairs to summarize at least two central ideas of the essay.

				<p>4. Ask students to work in groups of four to evaluate how clear, convincing, and engaging the author's argument was and support their evaluations with textual evidence.</p> <p>Independent Practice:</p> <p>1. Give each student a yellow, pink, green, blue, and orange highlighter and three pens (red, black, and blue). Each color represents one of the components of a comparison essay</p> <ul style="list-style-type: none">● Red pen: Hook● Black pen: Focus● Blue pen: Organizational structure● Yellow: Thesis● Pink: Assertion● Green: Evidence● Blue: Commentary● Orange: Closing <p>2. Pass out a copy of the comparison essay ("The Madwomen in Our Attics: <i>Jane Eyre's</i> and <i>Wide Sargasso Sea's</i> Treatment of Feminism"). Have students read the essay annotate for each component.</p> <p>3. Ask students to summarize at least two central ideas of the essay.</p> <p>4. Ask students to evaluate how clear, convincing, and engaging the author's argument was and support their evaluations with textual evidence.</p> <p>5. Lead a whole class discussion to provide students with the opportunity to share their summaries and evaluations.</p>
<p>Standards:</p> <p>RI.11-12.2 : Determine two or more 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 provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.5 : 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.</p>				
<p>Additional Attachments:</p> <p> The Madwomen in Our Attics: Jane Eyre's and Wide Sargasso Sea's Treatment of Feminism</p> <p> Shades of Being Human</p>				
Transition to Writing				
1 hr	<p>SEMINAR: Ability to actively listen and discuss texts</p>	<p>FISHBOWL SEMINAR</p> <p>Compare and contrast the fate of two protagonists you have read about. Engage in a fishbowl seminar in which you actively listen and discuss one question and actively</p>	<p>Rubric for Socratic Seminars</p> <p>Screen Shot 2015-08-11 at 3.24.02 PM.png</p>	<p><i>Before class:</i> Arrange the desks into two circles. The inner circle should have seats for 1/2 of the number of students in your class. The outer circle should have seats for the other 1/2 of the class. Place a copy of the Rubric for Socratic Seminars on each desk.</p> <p><i>During class:</i></p>

		<p>listening and taking notes on two additional questions.</p> <ul style="list-style-type: none"> What coping strategies did Jane Eyre possess that Zachery ("Life after High School") did not? What coping strategies did Holden Caulfield (<i>Catcher in the Rye</i>) possess that Antoinette Cosway did not? 		<ol style="list-style-type: none"> 1. Divide the class into two groups. Instruct Group 1 to sit in the inner circle and Group 2 to sit in the outer circle. Ask students to read the rubric. (5 minutes) 2. Explain the process for respectfully participating in a fishbowl discussion by summarizing Steps 3-6 for students and answer student questions about the rubric for scoring. (5 minutes) 3. Ask Group 1 to think about and jot a few speaking notes on their question: "What coping strategies did Jane Eyre possess that Zachery ("Life after High School") did not?" 4. Have Group 1 begin to discuss their question. While Group 1 is discussing their question, Group 2 will actively listen and take notes on what Group 1 says. 5. At the end of Group 1's discussion, Group 1 will write a summary of their discussion as an answer to their question and Group 2 will write "What I Would've Said" in response to Group 1 question. 6. Repeat the Steps 3-5 for Group 2 with their question: "What coping strategies did Holden Caulfield (<i>Catcher in the Rye</i>) possess that Antoinette Cosway did not?" 7. Ask students to use the rubric to self-assess themselves. Then, they should justify their grade with specific evidence from their notes, summary, and/or comments. <p>Differentiation: For students who afraid of public speaking, scaffold this experience for them. During the first seminars in the course, you may choose to weight their written notes more than their speaking contributions. However, as the year progresses, each student should be participating verbally.</p>
<p>Standards:</p> <p>SL.11-12.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>				
<p>Additional Attachments:</p> <p> 1116151236.jpg</p> <p> Rubric for Socratic Seminars</p>				
Writing Process				
40 mins	<p>PLANNING THE WRITING: Ability to develop a line of thought and text structure</p>	<p>OUTLINE/ORGANIZER Create an outline based on your notes and reading in which you state your</p>	<ul style="list-style-type: none"> Creates an outline or organizer. Supports controlling idea. 	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers. Pass out a copy of the handout from UNC-CH on Reorganizing Drafts.

	appropriate to an informational/explanatory comparison essay.	controlling idea, sequence your points, and note your supporting evidence.	<ul style="list-style-type: none"> • Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> • Invite students to generate questions in pairs about how the format works, and then take and answer questions. • Review the characteristics of a comparison/contrast essay • Discuss possible textual structures to use to meet the demands of the prompt. For example, students could use subject-by-subject or point-by-point structure.
	<p>Standards:</p> <p>W.11-12.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.5 : 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.</p> <p>Additional Attachments:</p> <p>🔗 UNC-CH: Reorganizing Drafts</p>			
1 hr and 25 mins	<p>INTRODUCTORY PARAGRAPH: Ability to hook the reader's attention, establish a controlling idea, and consolidate information relevant to task.</p>	<p>WRITING AN INTRODUCTION PARAGRAPH</p> <p>Develop a hook, transition from hook to controlling idea, and create a thesis statement that incorporates your entry point into the comparison essay.</p>	<p>Meets expectations...</p> <ul style="list-style-type: none"> * Writes a concise hook or draft opening. * Provides direct answer to main prompt requirements. * Establishes a thesis (focusing idea). * Identifies key points that support development of argument. 	<p>Prior to class:</p> <ul style="list-style-type: none"> * Students will write a thesis statement as homework the night before. <p>During class:</p> <ul style="list-style-type: none"> * Students will write their thesis statements on the board. (5 minutes) * With their own markers, students will comment on each others thesis statement regarding the effectiveness of each thesis, the relevancy to the task, and the grammatical correctness. (15 minutes) *Students will read the comments on their thesis statement. (5 minutes) *Teacher will lead whole class discussion while reviewing each statement and the quality of the comments. (10 minutes) *Students will then revise or rewrite their individual thesis statement. (10 minutes) * Teacher will review the definition of a hook and how to transition from hook to thesis. (10 minutes) *Students will move into pairs and brainstorm a hook and transition. (20 minutes) * Each pair will share out their ideas for a hook and transition in a whole class discussion. (10 minutes)

	<p>Standards:</p> <p>W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Additional Attachments:</p> <p> Writing a Feature Lead</p>			
40 mins	<p>BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure and thorough and purposeful textual evidence.</p>	<p>GIECC FORMAT FOR BODY PARAGRAPHS OF ROUGH DRAFT</p> <p>Write an initial draft complete with opening, development, and closing. Body paragraphs should contain assertions, evidence, and commentary. The textual evidence must include in-text citations.</p> <p>Before writing the body paragraphs, use the GIECC format for outlining and planning your content.</p>	<p>* Provides complete draft with opening, development, and closing. Body paragraphs show evidence of GIECC (general focus, idea, evidence, commentary, and clinch/connection) organization.</p> <p>* Thesis is supported in the later sections with evidence and citations.</p> <p>* All aspects of prompt are addressed: protagonists' conflicts, effects of conflicts, and coping strategies</p>	<p>1. The teacher should review the components of a thorough body paragraph: assertion, evidence, and commentary.</p> <p>2. The teacher should review creating a paragraph organizer using GIECC:</p> <ul style="list-style-type: none"> ● G - general focus (1-2 key words/subjects of paragraph) ● I - idea (1 sentence main idea of paragraph that includes the key words/subjects from G) ● E - evidence (quotes should be cited) ● C - commentary (student explanation and analysis of the evidence and how it proves the I) ● C- clinch/connect (wrap up thought for the paragraph and linkage to next idea) <p>3. The teacher should instruct students to utilize the informational texts and apply the outline and introduction paragraph already created in order to prepare a rough draft of the essay.</p> <p>4. Throughout the writing process, the teacher should conference with individual students. Students may continue writing the draft for homework.</p>
	<p>Standards:</p> <p>W.11-12.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>			
50 mins	<p>REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose, so that essay effectively compares and contrasts the protagonists' coping strategies.</p>	<p>GROUP PEER REVIEW</p> <p>1. Move into groups of four.</p> <p>2. Assign the following roles to each group member for peer review: Clarity Crusader (look for line of thought and logic of argument), Proofreader (look for correct language usage and in-text citations), Structure Czar (look for structure [subject by subject OR point by point]), and Example Exemplar (look for tone appropriate to audience</p>	<p>Meets Expectations if Student:</p> <ul style="list-style-type: none"> ● Provides specific examples that will improve their peers' writing. ● Offers feedback to their peers that is respectful. ● Reflects on the feedback received to their own paper and plans revisions. 	<p>Note to Teacher: Attached are a set of student handouts (see Peer Review Roles under Student Handouts) to help students with this process. This can be done using the Peer Review Roles handouts or in a number of other ways:</p> <ul style="list-style-type: none"> ● Have students come to class with four copies of their essay. Each student gets a copy of the essay and makes comments directly on their copy of the essay. ● Have each student bring a single copy of their essay to class. Each student has a different color of a highlighter and a pen and make comments on the single copy of the essay. Project a copy of the student handout on the board. ● Have each student bring a single copy of

		<p>and purpose and clarity of textual evidence).</p> <p>3. Read each others' papers in their assigned role; give feedback to help improve each other's writing.</p> <p>4. Revise your paper.</p> <p>5. Respond to the closing question: How did this process help to improve your paper? Be sure to include specific details in your response.</p>		<p>their essay to class and photocopy a full class set of the Peer Review Roles handout. Students get different colors of highlighters and make comments linked to highlighted parts of the essay on the handouts provided.</p> <p>Direct Instruction: Review each of the roles for students. If students are not familiar with these roles, direct instruction may be necessary. This would probably take a single class period.</p> <ol style="list-style-type: none"> 1. Present each of the roles to the class. 2. Give the students a sample copy of a paper for them to edit. 3. Focus on one of the roles. Together, with you modeling and then students giving their ideas, go through the paper in this role. 4. Do the same for each of the roles. 5. Ticket out the door: Students write on a 3 x 5 card or small slip of paper about how this process helped to improve their paper. Remind the students that it is important to include specific details during this closing writing activity. <p>Practice:</p> <ol style="list-style-type: none"> 1. Students move to groups of four students and receive the Peer Review Roles handout. 2. Based on strengths, students will assign roles within their groups 3. Students will pass their papers to each of their group members until each student has reviewed all three papers. 4. Ticket out the door: Students will write on a 3 x 5 card or small slip of paper about how this process helped to improve their paper. 5. Homework: Students will make necessary changes to their work based on their peers' feedback.
	<p>Standards:</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Additional Attachments:</p> <p> Peer Review Roles.docx</p>			
Not provided	<p>EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>EDITING</p> <p>Edit draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, uniform, and appealing text.</p>	<p>* Provides draft free from distracting surface errors.</p> <p>* Uses format that supports purpose.</p>	<p>Instruct students to edit their essays for homework.</p>
	Standards:			

	W.11-12.5 : 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.			
10 mins	REVISION, EDITING, AND COMPLETION > FINAL DRAFT : Ability to submit final piece that meets expectations.	FINAL DRAFT Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none"> Fits the “Meets Expectations” category in the rubric for the teaching task. Submitted on time. 	None
	Standards: CCR.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Advanced

 **Easing the Transitions Writing Product.docx**

Teacher Reflection

This module contained mini-tasks that engaged students. The topics involved interested the seniors who often feel overwhelmed with maintaining high GPAs for college acceptances and scholarships. Students also felt overwhelmed by the actual writing of the comparison essay on two complex texts. It may be helpful to try to write an analysis of how one protagonist utilized coping strategies.

All Attachments

🔗 The Fated Modernist Heroine: Female Protagonists in Jane Eyre and Wide Sargasso Sea : <https://s ldc.org/u/gc4f9vdtau9fctdy8e9v8vdn>

📄 Chapter 71: Coping Skills from 21st Century Psychology: A Reference Handbook : <https://s ldc.org/u/8jwe7nj6bpbxzczaImcwpwblw>

🔗 Suicide Statistics from SAVE : <https://s ldc.org/u/81dw5qkrn4wj9dpxuwgid4o8f>

🔗 Business Insider: What is the key to survival in a constantly changing environment? : <https://s ldc.org/u/cvkj9u380gw2rlsg52j3ou36p>

🔗 Atlantic Monthly: The Age of Social Transformation : <https://s ldc.org/u/4qh49o3ltknc3j5y0kyujhxxg>

🔗 Standing outside the Fire (song lyrics) : <https://s ldc.org/u/12posbu1fc71zahcttn30qb0v>

🔗 Chicago Tribune: "The Aftermath of a Teen's Suicide" : <https://s ldc.org/u/g7nk3tku2q1vv97wmih5ye98>

🔗 The Writing Center at UNC-CH: Comparing and Contrasting : <https://s ldc.org/u/8hgepaglhxocxd0dsayuvcfeg>

🔗 Joyce Carol Oates: "Life after High School" : <https://s ldc.org/u/zoh6qpcinwj2vz6fu0hak3g6>

🔗 Harvard College: How to Write a Comparative Analysis : <https://s ldc.org/u/8uyxs3ycnr8vunqluku582ns6>

🔗 University of Washington: Compare/Contrast Papers : <https://s ldc.org/u/dtrvw8dqsdic0ykm8suvk9ksz>

🔗 UNC-CH: Reorganizing Drafts : <https://s ldc.org/u/coo0vqvnb7czndesmvhwlelt>

🔗 The Madwomen in Our Attics: Jane Eyre's and Wide Sargasso Sea's Treatment of Feminism : <https://s ldc.org/u/a13s8qmtwjd75ew0njp8q1ai9>

📄 Easing the Transitions Writing Product.docx : <https://s ldc.org/u/hb3ml5dmi9tw75zrsd7ckdew>