**Subject area/course**: English/ELA

**Grade level/band**: 11

**Task source**: New Hampshire Task Bank; Author: Michael Martinelli

**The Body Final Essay Summative**

**TEACHER'S GUIDE**

1. **Task overview**:

Students will write an essay that analyzes how Stephen King uses literary devices such as symbolism, character development, and conflict to develop a thematic idea about the loss of innocence or the ways in which the experiences of our childhood contribute to our development. They will conduct research using scholarly psychology journals and integrate evidence to support their analysis of the accuracy of King’s depiction.

Essential questions based on example essay topic: How does Stephen King help us understand the four boys through their dreams, dialogue, symbols, or conflicts? How does he use literary devices to develop the characters? How does this development compare with contemporary research regarding the impact of childhood experiences on our overall development?

1. **Aligned standards:**
	* + 1. **Primary Common Core State Standards**

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**CCSS.ELA-LITERACY.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.

* + - 1. **Critical Abilities**

*Research:* Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and demonstrate understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, use advanced searches effectively, and assess the strengths and limitations of each source in terms of the specific task, purpose, and audience. (Students will conduct scholarly research to support their analysis of King’s character development.)

*Analysis of Information:* Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (Students will integrate information from the short story as well as researched information to support their claim.)

* + - 1. **Other standards**

*New Hampshire Competencies*

Writing Arguments Competency: Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.

1. **Time/schedule requirements:**

This task can be completed in 4-5 class periods depending upon how much time they use in class to conduct research and develop their claim.

1. **Materials/resources:**

What’s included here depends on the task assignment. It is recommended that a variety of resources are provided that allow students to make choices to access the information needed to complete the assignment.

Students are presented with a copy of the text to use to identify evidence. They are also given a planning page, a sheet to help them structure their essay into five parts.

Students will also need access to a scholarly database of psychology journals to conduct research.

1. **Prior knowledge:**

This unit is usually presented to students midway through the school year. Students need to have some experience and/or practice establishing a defensible claim, acquiring and synthesizing evidence, and the ability to explain how that evidence supports their claim.

1. **Connection to curriculum:**

This is an individual, summative assignment. However, there are a number of formative assignments prior to the final essay summative. Over the course of the unit, students will be given nine constructive responses to help them think about the events and characters in the story. They are also given ‘during reading’ summatives that help them track evidence of the theme, symbols, and characters as the story goes on. In addition to the analysis of the novella, students will begin to develop a claim about how King’s depiction of the impact of childhood experiences reflects what scholarly research says about human development.

1. **Teacher instructions:**

Instructions:

1. The directions of the task are discussed and reviewed.
2. Provide examples of defensible claims, during reading summatives, and structure planning.
3. Provide students with the essential question to drive research of what scholarly research says about human development and the impact of childhood experiences on our lives.
4. Provide planning page to students to begin the process of piecing their essay.
5. Identify and write out a thesis statement (defensible claim).
6. Identify and locate examples of evidence from the story and from research that supports the claim.
7. Write analysis in each body paragraph that helps clarify the evidence as it relates back to the thesis.
8. Combine all parts into a rough draft.
9. Share with teacher.
10. Construct final draft.

*Sample Teaching/Learning Plan:*

* Students have had exposure to how to construct a thesis, draw evidence, and construct an essay in a previous summative. Plus, this is reinforced in the prior grades.
* I am also introducing and reinforcing literary devices such as characterization, theme, and symbol with a more complex text.
* I have students read the first character, then I present them with a constructed response that helps them think about the narrator (also one of the main characters in the story).
* During Reading Summatives are given to students to use as they read.
* Read story in increments. Present constructed responses that help students think about the characters, symbols, themes, etc.
* Provided activities that focus primarily on character background and backstory.
* Finish story. During Reading Summatives are due 24 hours from the time of finishing story.
* Conduct research. Students access databases of scholarly psychology articles to develop their comparison of the accuracy of King’s depiction of the impact of childhood experiences on our development.
* Start planning for essay. Present assignment sheet that list essential questions, objective, standards, competencies, as well as model thesis statements (defensible claims).
* Students are also presented with a planning page as a way to organize their information and synthesize a final product.
* Students are given two to three days to organize and synthesize their information as well as formulating a rough draft.
* Self-edit, edit with peers, or teacher.
* Complete a final draft of essay.
1. **Student support:**

Accommodations made for special education students/ELL/ and other students are additional time, modified rubric and tasks, and additional planning pages. Students may also receive scholarly articles that have been hand selected to help them with the synthesis of their research. Also, all students receive paper copies of instructions.

1. **Extensions or variations:**

As an extension, students may participate in a symposium in collaboration with a psychology class or an AP Psychology class where they present their findings about the impact of childhood experiences and how King portrays that impact in his story.

1. **Scoring:**

Student work can be scored using QPA Common Position Rubric.