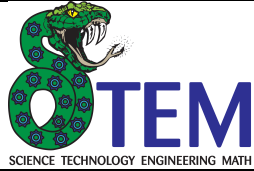


Critical Thinking – The Things They Carried

Unit Length: 3 Weeks



Language Arts Unit Plan

Teacher: Kim Stanley	Grade: 11th	Course: English III
----------------------	-------------	---------------------

Unit Title: Critical Thinking – They Things They Carried

LEARNING TARGETS

LT 1: I can 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. (CCSS. R11.1)

LT 2: I can 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. (CCSS.R11.2)

LT 3: I can 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. (CCSS W 11.1B)

UNIT OVERVIEW

Overall summary of the unit, activities, tasks, and/or content.

In this unit students will cover and explore many important literary concepts (form, inference, style, language) as well as explore historical elements about the Vietnam war and its impact on literature. This unit will also present to the student vivid characters grappling with moral and ethical dilemmas; offering each student many opportunities for personal reflection. Each student will produce a portfolio (either electronic or hard copy) highlighting the completed assignments and detailing their journey through the process.

MOTIVATORS

Hooks for the unit and supplemental activities. (PBL scenarios, video clips, websites, literature)

~ Students will create and present a True War story newscast as part of their final Portfolio.

Week	Learning Targets	Materials & Resources	Instructional Procedures	Differentiated Instruction	Assessment
1	I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences	<p><u>Novel</u> The Things They Carried</p> <p><u>Technology</u> Ipad Apple TV</p>	<p><u>Essential Question(s)</u> What are the implications of fictionalizing fact and how does it affect reader response? Why are the details of a story arbitrary in relationship to its themes?</p> <p><u>Set</u> The teacher will introduce the setting and share links for researching the 60's and Vietnam War: <ul style="list-style-type: none"> http://www.history.com/topics/1960s </p>	<p><u>Remediation</u> Peer tutoring Independent Conferences</p> <p><u>Enrichment</u> Students will begin creating a</p>	<p><u>Formative:</u> ~ Discussion questions 1-10 ~ Portfolio Assignments 1-3</p> <p><u>Summative:</u> ~ Socratic</p>

	<p>drawn from the text, including determining where the text leaves matters uncertain. (R11.1)</p>		<ul style="list-style-type: none"> • http://www.historyplace.com/unitedstates/vietnam/index-1945.html <p>The teacher will have students begin reading the novel <i>The Things They Carried</i> by Tim O'Brien.</p> <p><u>Teaching Strategies</u> Background Research: Students will work collaboratively researching the time period noted using links above and any they find on their own.</p> <p>Reader Response: Students will begin answering questions for Journal piece of Portfolio: 1-10 http://www.schoolrack.com/kimstan16/</p> <p>Socratic Seminar: Seminar #1: Topic: Fear and Shame as Motivation</p> <ol style="list-style-type: none"> 1. O'Brien's experience is that the fear and shame in front of one's peers is a powerful motivating factor in wartime. In what other ways and situations can fear and shame be motivators? 2. Find and explain three (3) distinct examples from the novel that show how fear or shame can motivate individuals. Find concrete examples with page numbers. 3. Come up with two (2) examples from your own life that show how fear and shame can be motivators. <p>Independent Portfolio: If time allows, students will be working on their portfolio and incorporating the assignments to show the skills they have acquired</p> <p><u>Summarizing Strategy</u> Students discuss and answer questions at the following link: http://www.schoolrack.com/kimstan16/the-things-they-carried/</p> <p><u>Homework</u></p> <ul style="list-style-type: none"> • Independent reading <i>The Things They Carried</i> Ch. 1-10 • Periodic discussions via questions posted: http://www.schoolrack.com/kimstan16/the-things-they-carried/ 	<p>digital or hard copy portfolio documenting their work and journey while reading this novel</p> <p><u>Learning Styles</u> Visual Auditory Social Physical</p>	<p>Seminar #1</p>
<p>2</p>	<p>I can 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</p>	<p><u>Novel</u> <i>The Things They Carried</i></p> <p><u>Technology</u> Ipad Portfolio</p>	<p><u>Essential Question:</u> "A true war story, if truly told, makes the stomach believe" (page 78). Which stories in this collection made your stomach believe? Which felt true? Is it essential to you that a story be rooted in fact? If so, what do you make of Thumbelina, Alice in Wonderland, or the stories of Edgar Allan Poe?</p> <p><u>Set:</u> The teacher will have students continue reading the novel Ch. 11-20</p> <p><u>Teaching Strategies:</u> Reader Response: Students will analyze central ideas via discussion and electronic assignments at the following link: http://www.schoolrack.com/kimstan16/the-things-they-carried/</p>	<p><u>Remediation</u> Peer tutoring Independent Conferences</p> <p><u>Enrichment:</u> Students will connect the research done with the novel they are reading</p> <p><u>Learning Styles</u> Visual</p>	<p><u>Formative:</u> Discussion questions 11-20 Portfolio Assignments 4-7</p> <p><u>Summative:</u> Socratic Seminar #2</p>

	<p>complex account; provide an objective summary of the text</p>		<p>Independent Portfolio: Students will continue documenting their journey through the novel via their portfolio</p> <p>Background Research: Students will compare their research with “facts” from the novel and analyze choices the author made</p> <p>Socratic Seminar: Seminar #2: Topic: Physical and Emotional Burdens</p> <ol style="list-style-type: none"> 1. The “things” that they carried were both emotional and physical. How can physical and emotional burdens either help or hinder an individual? 2. Find and explain three distinct examples from the novel that show distinct physical and emotional burdens carried by the characters. Find concrete examples with page numbers. 3. Come up with two examples from your own life that show your own physical or emotional burdens. <p><u>Summarizing Strategy:</u> 1 on 1 discussions and review with teacher regarding novel and portfolio</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Independent reading of novel Ch. 11-20 • Continue work on assignments 4-6 located at the following link: http://www.schoolrack.com/kimstan16/the-things-they-carried/ • Incorporate Journals and Assignments into Portfolio 	<p>Auditory Social Physical</p>	
3	<p>I can 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.</p>	<p><u>Novel</u> The Things They Carried</p> <p><u>Technology</u> Ipad Portfolio</p>	<p><u>Essential Question:</u> At the end of “How to Tell a True War Story,” O’Brien claims the story he’s just related “wasn’t a war story. It was a love story” (page 85). How does O’Brien distinguish between a war story and a love story?</p> <p><u>Set:</u> Teacher will have students continue reading and complete novel Ch. 21-27. Teacher will have students will find proof in text to support their answer to essential question.</p> <p><u>Teaching Strategies</u></p> <p>Reader Response: Students will analyze central ideas via discussion and electronic assignments at the following link: http://www.schoolrack.com/kimstan16/the-things-they-carried/</p> <p>Independent Portfolio: Students will complete the documentation of their journey through the novel via their portfolio</p> <p><u>Summarizing Strategy:</u> Students will complete their portfolios and will share with their peers the completed portfolio</p>	<p><u>Remediation</u> Peer tutoring Independent Conferences</p> <p><u>Enrichment</u> Students will complete their digital or hard copy portfolio documenting their work and journey while reading this novel</p> <p><u>Learning Styles</u> Visual Auditory Social Physical</p>	<p><u>Formative:</u> Discussion questions 21-27</p> <p><u>Summative:</u> Completed Portfolio</p>

			<p><u>Homework:</u></p> <ul style="list-style-type: none">• Independent reading 21-27• Collaboration with peers for discussion questions located at the following link: http://www.schoolrack.com/kimstan16/the-things-they-carried/• Continue work on portfolio/complete and turn in.		
--	--	--	---	--	--