

SpringBoard ELA- Grade 11

Unit 3: (Context): Central to any democracy is the way writers use language to influence public opinion. Consequently, one of our foremost obligations as teachers of English may be to teach students how to discern between arguments that use careful reasoning based on sound evidence and those that rely instead on manipulation, biased language, and fallacious reasoning. This unit focuses on these issues, examining both editorial writing and satire as key genres through which writers make statements about issues of the day. Through careful study of how writers use language and evidence, the unit explores the distinction between persuasion and manipulation, and challenges students to construct their own, well-crafted texts.

EA 1 (Creating an Op-ed News Project) Skills and Knowledge: Identify and create elements of an op-ed news project. Research and gather evidence to support focused positions. Include elements of argumentative writing and rhetorical appeals to persuade an audience. Use language, visual symbols, and evidence for rhetorical effect. Evaluate the effectiveness of an author’s language and reasoning.

Activity	Page #	GVC	Optional and/or Suggested
3.2	195		Dictionary (online) https://www.merriam-webster.com/
3.3	204	Local Newspapers, print or online Learning Targets: <ul style="list-style-type: none"> • Examine a news source and identify its focus • Explain how a medium is tailored for a specific audience Links listed below are free: Link includes all online newspapers in U.S. http://www.free-onlinenewspapers.com/north-america/usa/california/ Various online newspapers found within above link <ol style="list-style-type: none"> 1. Los Angeles Times http://www.latimes.com/ 2. Impacto USA An online newspaper in Spanish http://www.impactousa.com/ 3. The San Francisco Chronicle http://www.sfchronicle.com/ 4. Chicago Tribune http://www.chicagotribune.com/ 5. New York Times https://www.nytimes.com/ 	

		6. USA Today http://www.usatoday.com/ 7. The Wall Street Journal http://www.wsj.com/ 8. The Washington Post https://www.washingtonpost.com/	
3.5	217	Class set of newspapers and/or access to online news sources (see above links, activity 3.3)	
3.5 continued	219		
3.6	224	Video Clip "Peace, Little Girl" https://vimeo.com/162240006	
3.8	230	How to read an editorial http://www.pulitzer.org/search/editorial%2520writing	
3.10	241	Editorials from the unit http://www.pulitzer.org/search/editorial%2520writing Or, students' drafts	
3.11	243	Newspaper editorials; letters to the editor http://www.pulitzer.org/search/editorial%2520writing	
3.12	247		Online political ad videos https://www.c-span.org/video/?317751-5/political-commercial-archives There are many other sites available, above link is just an example
3.13	250	One-panel cartoons and editorial cartoons www.gocomics.com .	
3.16	264	Satirical Cartoons http://politicalhumor.about.com/od/politicalcartoons/ig/Political-Cartoons/.)	
3.18	269	Recorded or online segment of local evening news broadcast http://www.cbsnews.com/videos/study-30-percent-of-workers-are-late/ The above link is an example (New York) Local Fresno news is available online http://abc30.com/video/ http://www.yourcentralvalley.com/	

Unit 4: (Context) Students have examined the idea of the American Dream and the ideas and ideals that make it an enduring symbol of aspiration and success. In this unit, students will consider the American Dream from the viewpoint of what it means to be happy and the pursue happiness. They will link this pursuit to the American Transcendentalist movement that finds its spiritual moorings in the natural world. Students explore this idea by analyzing a variety of texts, most significantly *Into the Wild* by Jon Krakauer. This and other works present similar and sometimes contrasting ideas of happiness and its pursuit. The texts in this unit invite students to question, challenge, and/or critique the multiple perspectives presented. Students will learn to appreciate the passion and stylistic techniques with which authors assert ideas, advance a theme, and convey meaning. With this knowledge, students will construct a personal essay and a multi-genre research project.

EA 2: (Creating a Multi-Genre Research Project) Skills and Knowledge: Select a topic, generate research questions, and conduct research. Read analytically from a variety of sources. Draft and revise a working thesis to guide research. Collect, record, and synthesize information. Understand the essential features of a variety of genres. Use genres and their conventions appropriately. Create a cohesive project that establishes a connection among genres selected. Write and revise in multiple genres for multiple purposes.

Activity	Page #	GVC	Optional and/or Suggested
4.3	307	Transcendentalism Search: Students research (links below are samples of what students may find during their search) http://www.ushistory.org/us/26f.asp http://americanhistory.oxfordre.com/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-116?rskey=OPHaJK&result=1	
4.4	308	“The Oxbow” and “Kindred Spirits” http://www.theartwolf.com/landscapes/thomas-cole-oxbow.htm http://www.theartwolf.com/landscapes/asher-durand-kindred-spirits.htm	
4.21	378	Sample <i>Peanuts</i> cartoon strip http://schulzmuseum.org/collections/title/peanuts-cartoon-strip-collection/	
4.21 continued	381		Charles M. Schulz Schulzmuseum.org/timeline

Unit 5: (Context) In this unit, students will explore how the concept of a journey has evolved as part of the American experience since the times of the Pilgrims. They will analyze how multiple perspectives converge in a literary movement by conducting research and analyzing a variety of texts to prepare a collaborative presentation on the Harlem Renaissance. Their understanding of this cultural period in American History, famed for its creative outpouring of African American literature and arts, will prepare them to delve deeply into one work of fiction: *Their Eyes Were Watching God* by Zora Neale Hurston. They will apply their knowledge of the predominant philosophies, values, and beliefs of the Harlem Renaissance in order to analyze how Hurston’s novel is both a reflection of and a departure from this literary movement.

EA 1: (Presenting a Literary Movement: The Harlem Renaissance) Skills and Knowledge: Collaborate to create an interactive multimedia presentation. Generate research questions and gather relevant evidence. Communicate an aspect of literary movement in a clear thesis. Organize a presentation to engage and inform an audience with an introduction, transitions, and a conclusion. Integrate support from a variety of reliable sources. Create an annotated autobiography. Design and provide a note-taking tool for audience response. Apply speaking and performing skills to an informative task.

Activity	Page #	GVC	Optional and/or Suggested
5.3	405	Documentary Film: Harlem Renaissance http://www.history.com/topics/black-history/harlem-renaissance/videos The above link is just one sample of several others available online	
5.3 continued	405		Zora Neale Hurston <i>Jump at the Sun</i> http://www.pbs.org/wnet/americanmasters/zora-neale-hurston-jump-at-the-sun/93/
5.3 continued	409		Incorporating Music Ma Rainey, Bessie Smith, Duke Ellington, Louis Armstrong https://www.youtube.com/watch?v=A-mRHNAeJXE https://www.youtube.com/watch?v=6MzU8xM99Uo https://www.youtube.com/watch?v=cb2w2m1JmCY https://www.youtube.com/watch?v=kmfeKUNDDYs
5.10 continued	451	<i>Their Eyes Were Watching God</i> , Directed by Darnell Martin First Scene of film, DVD Scene 1	
5.18 continued	473	<i>Their Eyes Were Watching God</i> , film (2005) Directed by Darnell Martin Clip 1, scene 8 (1:23:09-1:29:10) Clip 2, scene 9 (1:29:11-1:37:54) Clip 3, scene 10 (1:37:55-1:48:24) Clip 4, scenes 11-12 (1:48:25-1:51:45)	

