

# Rigorous Curriculum Design

## Unit Planning Organizer



Subject:	ELA		Grade:	11
Unit Number:	3	Unit Name:	Witch Hunts/The Power of Fear	
Unit Length:	Weeks: 5	Mins / Day:	50	
Unit Synopsis:	This is a five week unit with a focus on both fiction and non-fiction reading. Teachers may choose from the topic of "witch-hunts" or "the power of Fear" for the implementation of this unit.			

ELA CCSS	
<b>Priority Standards</b>	RL 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.
	RL 6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	RI 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.
	W 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	L 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</li> </ul>

<b>Supporting Standards</b>	<p>RL 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/archetypes are introduced and developed). CA</p> <p>RL 5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL 7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p> <p>L 4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 11/12 grade reading and content, choosing flexibly from a range of strategies.</p> <p>L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>Use the relationship between particular words to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ol>
<b>Target ELD Standards</b>	<p><b>Collaborative</b></p> <p>4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p><b>Interpretative</b></p> <p>5 Listening actively to spoken English in a range of social and academic context</p> <p>6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p> <p><b>Productive</b></p> <p>9 Expressing information and ideas in formal oral presentations on academic topics</p> <p>10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11 Justifying own arguments and evaluating others’ arguments in writing</p> <p>12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p>

### Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor )	Depth of Knowledge (Target for Unit Mastery)
RL 1 Cite Support Determine	Textual evidence Analysis of what the text says Where the text leaves matters uncertain	4	3
RL 6 Analyze	Point of view, distinguishing what is directly stated in a text from what is really meant	4	3
RI 2 Determine Analyze Provide	two or more central ideas of a text development over the course of the text, objective summary of the text.	5	3
W 2 Write informative/ explanatory texts Select, organize and analyze	Examine and convey complex ideas, concepts, and information clearly and accurately	4	3
L 1 Demonstrate, Apply  Understand Consult	Command of grammar and usage when writing or speaking Usage can change over time and is sometimes contrasted References	3	1

### Learning Progressions of Skills and Concepts




<b>Anchor Standard</b>	RL 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.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL 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, <b>including determining where the text leaves matters uncertain</b>	RL 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, <b>including determining where the text leaves matters uncertain</b>	
<b>Anchor Standard</b>	RL 6 Assess how point of view or purpose shapes the content and style of a text.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	

RL 6 9-10Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RL 6 11-12Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)	RL 6 11-12Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
<b>Anchor Standard</b>	RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
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.	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 11-12.2 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.
<b>Anchor Standard</b>	W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
W 9-10.2 Write informative/ explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic <u>or thesis statement</u> ; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. b. Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the	W 11-12.2 Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic <u>or thesis statement</u> ; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the	W 11-12.2 Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic <u>or thesis statement</u> ; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the

<p>relationships among complex ideas and concepts.</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic</p> <p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of</p>	<p>major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>d.</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or significance of the</p>	<p>major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>d.</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or significance of the</p>
<b>Anchor Standard</b>	<p>L 1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
<p>L 9-10.1</p> <p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Use parallel structure.</p> <p><b>b.</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or</p>	<p>L 11-12.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>b.</b> Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	<p>L 11-12.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>b.</b> Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>
<b>Essential Questions</b>		<b>Corresponding Big Ideas</b>
<p>1. How do authors communicate their views in a text? (RL 1)</p> <p>2. Why is analysis of literary and rhetorical devices important? (RL 6)</p>	<p>1. Authors state their views implicitly, explicitly, and sometimes leave matters uncertain. (RL 1)</p> <p>2. Analysis of literary and rhetorical devices is necessary to understand the text. (RL 6)</p> <p>3. Authors write texts with multiple ideas that develop</p>	

<p>3. How do writers develop ideas in a text? (RI 2)</p> <p>4. How is an effective expository essay written? (W 2)</p> <p>5. When is command of the English language important? (L 1)</p>	<p>over the course of the text. (RI 2)</p> <p>4. An expository essay uses effective organization, selection and analysis of content. (W 2)</p> <p>5. Command of the English language is important in writing and speaking. (L 1)</p>
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<b>Unit Vocabulary Words</b>	
<b>Academic Cross-Curricular Vocabulary (Tier 2)</b>	<b>Content/Domain Specific Vocabulary (Tier 3)</b>
uncertainty distinguish interact objective organization	overstate central idea informational/explanatory text thesis statement conventions grammar usage (witch hunt) explicit implicit
<b>Resources for Vocabulary Development (Strategies, Routines and Activities)</b>	
<a href="http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html">http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html</a>	

Unit Assessments	
Pre-Assessment	Post-Assessment
Test Description: <b>AUSD CCSS ELA 11 Unit 3 CFA Pre-test</b>  EADMS Test Id: <b>212039</b>	Test Description: <b>AUSD CCSS ELA 11 Unit 3 CFA Post-test</b>  EADMS Test Id: <b>212154</b>
Scoring Guides and Answer Keys	
   15067 AUSD CCSS ELA 11 Unit 3 CFA Pre 212039 AUSD CCSS ELA 11 Unit 3 CFA Pre Answer Key - AUSD CCSS ELA 11 Unit 3 C	
Assessment Differentiation	
<b>Students with Disabilities</b>	<p><b>Reference IEP Accommodations</b></p> <p><a href="http://www.alvordusdrcd.com/instructional-strategies.html">http://www.alvordusdrcd.com/instructional-strategies.html</a></p> <p><b>Modifications</b></p> <p><a href="http://www.alvordusdrcd.com/instructional-strategies.html">http://www.alvordusdrcd.com/instructional-strategies.html</a></p>


<b>Engaging Scenario Overview</b> <b>(Situation, challenge, role, audience, product or performance)</b>		
<p>Description:</p> <p><b>Option A:</b> You work for your school’s student services department and have been assigned the task of organizing an awareness campaign that will launch at your school. Some groups on campus have been singled out and unjustly accused because of irrational fears. False accusations have been made against these groups which has caused a modern day “witch hunt” on campus.</p> <p>Your supervisor has asked you to create an informational video, speech, or radio spot in addition to a pamphlet or brochure which explains and provides examples of “witch hunts” as they have been seen in literature, history and current day. You will present your research and host a table where you will distribute your flyers and discuss the issues with your peers.</p> <p><b>Option B:</b> You work for your school’s student services department and have been assigned the task of organizing an awareness campaign that will launch at your school. Some groups on campus have been using fear tactics to influence others. As a result, there is a campus full of fear and panic.</p> <p>Your supervisor has asked you to create an informational video, speech, or radio spot in addition to a pamphlet or brochure which explains and provides examples of “fear tactics” as they have been seen in literature, history and current day. You will present your research and host a table where you will distribute your flyers and discuss the issues with your peers</p>	<p>Days:3</p> <p>Mins/Day:50</p>	
<b>Engaging Learning Experiences</b> <b>Synopsis of Authentic Performance Tasks</b>		
<b>Authentic Performance Tasks</b>	<b>Description</b>	<b>Suggested Length of Time</b>
<p><b>Task 1:</b> Essay <b>Product:</b> Expository Informative Essay</p>	<p>Students will write an expository informative essay after evaluating three different texts (two articles and one video). Students will explain and inform their audience about either 1. What a witch hunt is or 2. The power of fear. Within their essay, students will use specific examples and details from the texts.</p>	<p>Days: 3</p> <p>Mins/Day: 50</p>
<p><b>Task 2:</b> Tracing central ideas <b>Product:</b> Double Bubble Thinking Map and IVF Summary</p>	<p>Students will read a non-fiction text, determine and trace two central ideas within a text and analyze their development and interaction to provide a complex summary of the events.</p>	<p>Days:2</p> <p>Mins/Day: 50</p>
<p><b>Task 3:</b> Distinguishing what is stated versus what is really meant</p>	<p>Says/Means/Matters- Students will cite strong and thorough textual evidence to analyze what is stated from what is really meant. They will focus on how setting, word choice, and structure contribute to the author’s purpose.</p>	<p>Days:2</p> <p>Mins/Day: 50</p>



<b>Product:</b> Says/means/matter Chart		
<b>Task 4:</b> Multiple interpretations <b>Product:</b> Three column chart and analysis paragraph.	Students will study multiple interpretations of a story, drama, or poem and will use a three column chart to evaluate how each version interprets the source text.	Days: 2 Mins/Day: 50
<b>Task 5:</b> Engaging Scenario completion <b>Product:</b> Informative Presentation	Students will create and present an informational video, speech, or radio spot in addition to a pamphlet or brochure which explains and provides examples of “witch hunts” OR the power of fear as they have been seen in literature, history and current day.	Days: 3 Mins/Day: 50
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Thematic Links to history through communism, WWII, Internment camps, Hollywood blacklisting, oppression of ethnic minorities, Gay and lesbian rights, feminism, etc.</li> <li>• Thematic links to the sciences through Ebola quarantining.</li> </ul>	
<b>Scoring Rubric</b>	See Resources	
<b>21<sup>st</sup> Century Skills</b>		
<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input checked="" type="checkbox"/> Information and Media Literacy	<input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____	
<p><b>Connections between 21<sup>st</sup> Century Skills, CCCSS, and Unit Overview:</b>  Students are becoming leaders by communicating and collaborating to inform others about the problem of modern day witch hunts. Creating the awareness campaign will require initiative and self-direction. Identifying multiple examples from various contexts will demonstrate critical thinking. Through problem solving they will determine the best format for communication.</p> <p><i>from P21 and Costa &amp; Kallick, 2008, <a href="http://www.p21.org/about-us/p21-framework">http://www.p21.org/about-us/p21-framework</a></i></p>		

## Authentic Performance Task 1

<b>Task Description</b>	<p>Students will write an expository informative essay after evaluating three different texts (two articles and one video). Within their essay, students will explain and inform their audience about either</p> <p>1: What a witch hunt is Or 2: The power of fear</p> <p>Students will use specific examples and details from the texts.</p>	<b>Suggested Length</b>	Days: 5 Mins/Day: 50
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p>W 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>L 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</li> </ul>		
	<b>Supporting Standard(s)</b>		
	<p>W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p>		
	<b>Target ELD Standard(s)</b>		
<p>Productive</p> <p>9: Expressing information and ideas in formal oral presentations on academic topics 10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11: Justifying own arguments and evaluating others’ arguments in writing</p> <p>Interpretive</p> <p>5: Listening actively to spoken English in a range of social and academic contexts</p> <p>6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Collaborative</p> <p>4: Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p>			
<b>Essential Question(s)</b>	<p>How is an effective expository essay written? When is command of the English language important?</p>		
<b>Big</b>	An expository essay uses effective organization, selection and analysis of content. (W 2)		

Idea(s)	Command of the English language is important in writing and speaking. (L 1)	
Bloom's	DOK	Scoring Rubric
3	2	 Informational essay rubric - Copy.pdf See Resources
Teaching and Learning Sequence	<b>(Suggested Instructional Strategies and Tasks)</b>	
	<p><b>Read/study two nonfiction articles and view one video</b></p> <ul style="list-style-type: none"> <li>Students will read and annotate two nonfiction articles related to witch hunts (modern day or past witch hunts at the teacher's choice - see resources and materials for reading options.)</li> <li>Students will also view a video about witch hunts and take notes (see resources and materials below for suggested videos.)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Students will read and annotate two nonfiction articles related to the power of fear (see resources and materials for reading options.)</li> <li>Students will also view a video about the power of fear and take notes (see resources and materials below for suggested videos.)</li> </ul> <p><b>Write an expository informative/explanatory essay*</b></p> <ul style="list-style-type: none"> <li>PROMPT*: After evaluating three different texts (two articles and one video), write an expository informative essay in which you explain and inform your audience about what a witch hunt is. In your essay, present three different examples of witch hunts including facts, extended definitions, concrete details, quotations and examples from the sources you've read and viewed.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>PROMPT*: After evaluating three different texts (two articles and one video), write an expository informative essay in which you explain and inform your audience about the power of fear. In your essay, explain the power of fear and present three different examples of the power of fear including specific examples and details from the sources you've read and viewed.</li> </ul> <p><b>*Note- this is a process paper*</b></p> <ul style="list-style-type: none"> <li>Teach process paper writing for an expository informative/explanatory essay using teacher's self-selected strategies.           <ul style="list-style-type: none"> <li>Example: Brainstorm/outline, Rough Draft, Peer Edit, Final Draft - See Resources</li> </ul> </li> </ul>	

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

**\*\*NOTE: All resources are suggestive and can be found in the Unit 3 Resource Folder\*\***

Youtube Video: [What is a witch hunt?](#)

### Articles and Topics:

**\*\*If teacher chooses to focus on Fear, the following resources can be read with the focus on the power of fear.**

#### I. The Persecution of Muslims in America

Read an editorial on the Homeland Security Hearings on the American Muslim community:

<http://www.washingtonpost.com/wp-dyn/content/article/2011/03/10/AR2011031004680.html>

And an article here: <http://www.guardian.co.uk/world/2011/mar/07/islam-terror-hearings-mccarthy-witchhunt>

Read a column comparing Salem's witch hunt to recent persecution of Muslims here:

<http://www.cavalierdaily.com/2010/11/12/modern-day-witch-hunts/>

And here: <http://www.cnn.com/2012/07/30/opinion/tarin-bachmann-muslims/index.html>

#### II. The Persecution of Women and Children in Africa

Read an article on children accused of witchcraft in the Democratic Republic of Congo:

<http://news.bbc.co.uk/2/hi/africa/575178.stm>

And in Nigeria: <http://www.guardian.co.uk/world/2007/dec/09/tracymcveigh.theobserver>

Read about the persecution of women in Ghana:

<http://www.thedailybeast.com/newsweek/2011/09/11/accusations-of-sorcery-still-drive-women-from-home-in-africa.html>

And in Kenya: <http://news.bbc.co.uk/2/hi/africa/8119201.stm>

Read an editorial about witch hunts in

Africa: <http://www.guardian.co.uk/commentisfree/belief/2010/jul/29/religion-witchcraft-sorcery-africa-unicef>

#### III. The Persecution of Women in India

Read an article about women accused of witchcraft in India here:

[http://articles.timesofindia.indiatimes.com/2010-08-06/ahmedabad/28291273\\_1\\_land-ownership-witch-childless-woman](http://articles.timesofindia.indiatimes.com/2010-08-06/ahmedabad/28291273_1_land-ownership-witch-childless-woman)

And here: <http://www.economist.com/blogs/banyan/2012/04/witchcraft-assam>

### Resources for Writing Explanatory/Informative Essay

[Writing Explanatory/Informative Essay](#)- what is it?

[Explanatory/Informative Essay Brainstorm/Outline](#)



[Peer Editing Checklist](#)

Resources and Materials

### Strategies for Differentiation




All Students	SWD	ELs	Enrichment
<a href="#">Informative Explanatory Writing PowerPoint</a>	<b>Reference IEP Accommodations</b>  <i>Modifications</i>  <a href="#">AUSD SPED RCD</a> Instructional Strategies	Emerging  Shortening the assignment as well as limiting the number of sources to 2. Give definition of witch hunts:	Increasing the length of the assignment and add more sources to the essay.  Depending on the availability of technology


		<p>In times of instability and uncertainty in the world, certain groups – due to religion, gender, or age – become systematic victims of persecution and oppression.</p>	<p>students can search for their own articles for their essay.</p>
		<p>Expanding</p> <p>Shortening the assignment as well as limiting the number of sources to 2. Give definition of witch hunts.</p>	
		<p>Bridging</p> <p>Using the same number of sources as the original assignment.</p>	

<p><b>Scoring Rubric</b></p>	<p>See Resources</p> <div style="text-align: center;">  <p>K12ELA7-3.3.2-InformativeEssayFrame-B'</p>  <p>Informational essay rubric.pdf</p> </div>
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## Authentic Performance Task 2

<p><b>Task Description</b></p>	<p>Students will determine two central ideas within a text and analyze their development and interaction to provide a complex analysis.</p> <p><b>Product:</b> Double Bubble Map and IVF Summary</p>	<p><b>Suggested Length</b></p>	<p><b>Days: 3</b> <b>Mins/Day: 50</b></p>
<p><b>Standards Addressed</b></p>	<p><b>Priority Standard(s)</b></p>		
	<p>RI 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><b>Supporting Standard(s)</b></p>		
	<p>RL 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/archetypes are introduced and developed). CA</p> <p>RL 7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>		
	<p><b>Target ELD Standard(s)</b></p>		
<p><b>Interpretive</b></p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language(RI 2)</p>			
<p><b>Essential Question(s)</b></p>	<p>How do writers develop ideas in a text? (RI 2)</p>		
<p><b>Big Idea(s)</b></p>	<p>Authors write texts with multiple ideas that develop over the course of the text. (RI 2)</p>		
<p><b>Bloom’s</b></p>		<p><b>DOK</b></p>	<p><b>Scoring Rubric</b></p>

5		3		See Resources
Teaching and Learning Sequence	<b>(Suggested Instructional Strategies and Tasks)</b>			
	<p><b>For modeling with students (I do):</b></p> <p>Double Bubble comparing text with video of the same scene/section (for training double bubble).</p> <p>Double bubble two themes (both found in the same text) one on the left, one on the right, the center is where the themes intersect.</p> <p><b>Student work (You do):</b></p> <p>Students will read one nonfiction texts (see resources)</p> <p>Students will complete a double bubble map for the nonfiction text. Students will then compose an analysis paragraph on the two themes.</p>			
Resources and Materials	<b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b>			
	<p>See resource folder for Task 2</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Resources for Double Bubble- Texts</p> </div> <div style="text-align: center;">  <p>Rubric for Double Bubble Chart.doc</p> </div> </div>			
<b>Strategies for Differentiation</b>				
<b>All Students</b>	<b>SWD</b>		<b>ELs</b>	<b>Enrichment</b>
<a href="http://rpd.net/files/ccss/ELA/ELA_9-10_Curr_Res/Reading%209-10/RL.2-%20RomeoandJuliet.pdf">http://rpd.net/files/ccss/ELA/ELA_9-10_Curr_Res/Reading%209-10/RL.2-%20RomeoandJuliet.pdf</a>  <a href="..\Resources Folder\Unit 3 resources\FramedParagraphsHandout.p">..\Resources Folder\Unit 3 resources\FramedParagraphsHandout.p</a>	<p>Reference IEP</p> <p><i>Accommodations</i></p> <p><a href="http://www.alvordusrdcd.com/instructional-strategies.html">http://www.alvordusrdcd.com/instructional-strategies.html</a></p>		<p><b>Emerging</b></p> <div style="text-align: center;">   IVF-Summary-Outline.pdf </div>	<p>Have students read other articles or literature and complete</p>




<p><a href="#"><u>df</u></a></p>	<p style="text-align: center;"><i>Modifications</i></p> <p style="text-align: center;"><a href="http://www.alvordusrcd.com/instructional-strategies.html"><u>http://www.alvordusrcd.com/instructional-strategies.html</u></a></p>		<p>another double bubble chart as well as an analysis paragraph or essay.</p>
		<p><b>Expanding</b></p> <p style="text-align: center;"> IVF-Summary-Outl .pdf</p>	
		<p><b>Bridging</b></p>	

<p><b>Scoring Rubric</b></p>	<p style="text-align: center;"> Rubric for Double Bubble Chart.doc</p>
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## Authentic Performance Task 3

<b>Task Description</b>	Says/Means/Matters- Students will cite strong and thorough textual evidence to analyze what is stated from what is really meant. Focus on how setting, word choice, and structure contribute to the author’s purpose.  Product: Says/Means/Matters Chart	<b>Suggested Length</b>	<b>Days: 2</b> <b>Mins/Day: 50</b>
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	RL 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.		
	RL 6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		
	<b>Supporting Standard(s)</b>		
	RL 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/archetypes are introduced and developed). CA		
	RL 5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		
	L 4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 11/12 grade reading and content, choosing flexibly from a range of strategies.		
L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).			
<b>Target ELD Standard(s)</b>			
Interpretive  6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RL 1, 3, 5)  7: Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (RL 5, L5)  8: Analyzing how writers and speakers use vocabulary and other language resources for specific			




	<p>purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (RL 5, L5)</p> <p>Productive</p> <p>10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (L 5)</p> <p>12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas (L 5)</p>	
<b>Essential Question(s)</b>	<p>How do authors communicate their views in a text? (RL 1)</p> <p>Why is analysis of literary and rhetorical devices important? (RL 6)</p>	
<b>Big Idea(s)</b>	<p>Authors state their views implicitly, explicitly, and sometimes leave matters uncertain. (RL 1)</p> <p>Analysis of literary and rhetorical devices is necessary to understand the text. (RL 6)</p>	
<b>Bloom's</b>	<b>DOK</b>	<b>Scoring Rubric</b>
4	3	See Resources
<b>Teaching and Learning Sequence</b>	<p><b>(Suggested Instructional Strategies and Tasks)</b></p> <p>After reading the literature (suggested: The Crucible), students will complete the Says/Means/Matters chart citing specific evidence.</p> <p>The focus is on the setting, word choice, and structure of the piece.</p> <p>**At the teacher's discretion- a lesson on word choice and diction may need to be taught or a review of loaded language and connotation/denotation.</p>	
<b>Resources and Materials</b>	<p><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <p>Says/Means/Matters Chart- see resource folder</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">         new_say_mean_matter.pdf     </div> <div style="text-align: center;">         Rubric for Says Means Matters.doc     </div> <div style="text-align: center;">         Says means matters.docx     </div> </div>	
<b>Strategies for Differentiation</b>		

All Students	SWD	ELs	Enrichment
<p><a href="#">..\Resources Folder\Unit 3 resources\Task 3 Resources\SAMPLE Says Means Matters.pdf</a></p>	<p><b>Reference IEP</b></p> <p><i>Accommodations</i></p> <p><a href="http://www.alvordusdrccd.com/instructional-strategies.html">http://www.alvordusdrccd.com/instructional-strategies.html</a></p> <p><i>Modifications</i></p> <p><a href="http://www.alvordusdrccd.com/instructional-strategies.html">http://www.alvordusdrccd.com/instructional-strategies.html</a></p>	<p><b>Emerging</b></p> <p><a href="#">..\Resources Folder\Unit 3 resources\Task 3 Resources\Say Mean Matter WITH Sentence Frames.doc</a></p> <p><b>Expanding</b></p> <p><a href="#">..\Resources Folder\Unit 3 resources\Task 3 Resources\Say Mean Matter WITH Sentence Frames.doc</a></p> <p><b>Bridging</b></p> <p><a href="#">..\Resources Folder\Unit 3 resources\Task 3 Resources\Say Mean Matter WITH Sentence Frames.doc</a></p>	<p>Have students complete a Graff Template paragraph</p> <p><a href="#">..\Resources Folder\Unit 3 resources\Task 4 Resources\Argument Graff template enrichment.doc</a></p>

<p><b>Scoring Rubric</b></p>	<p>See Resources</p> <div style="text-align: center;">  <p>Rubric for Says Means Matters.doc</p> </div>
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## Authentic Performance Task 4

<b>Task Description</b>	Students will study multiple interpretations of a story, drama, or poem and evaluate how each version interprets the source text using a three column chart.  Product: three column chart and analysis paragraph.	<b>Suggested Length</b>	<b>Days: 2</b> <b>Mins/Day: 50</b>	
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>			
	RL 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.			
	<b>Supporting Standard(s)</b>			
	RL 7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist).			
	<b>Target ELD Standard(s)</b>			
Interpretive  6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language				
<b>Essential Question(s)</b>	How do authors communicate their views in a text? (RL 1)			
<b>Big Idea(s)</b>	Authors state their views implicitly, explicitly, and sometimes leave matters uncertain. (RL 1)			
<b>Bloom's</b>		<b>DOK</b>		<b>Scoring Rubric</b>
<b>4</b>		<b>3</b>		<b>See Resources</b>


<b>Teaching and Learning Sequence</b>	<p style="text-align: center;"><b>(Suggested Instructional Strategies and Tasks)</b></p> <p><b>Study/View/Read three separate interpretations of a story, drama (<i>Crucible</i>- suggested), or poem</b></p> <ul style="list-style-type: none"> <li>• Students will study an art piece related to the source text</li> <li>• Students will view a video/dramatization of the source text</li> <li>• Students will read the source text</li> </ul> <p><b>On the three column chart (see resources)</b></p> <ul style="list-style-type: none"> <li>• Students will take notes on each interpretation of the text citing specific textual evidence.</li> </ul> <p><b>After filling out the chart</b></p> <ul style="list-style-type: none"> <li>• Students will then write a paragraph analysis on how each version interprets the source text.</li> </ul>		
<b>Resources and Materials</b>	<p style="text-align: center;"><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <p><b><i>Crucible</i> Suggested</b></p> <p>Act III <i>Crucible</i> Court Scene text</p> <p>Act III <i>Crucible</i> Court Scene Film</p> <p>George Jacobs Trial Image (see resources)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">         Analyzing Multiple Interpretations Chart     </div> <div style="text-align: center;">         Jacobs Trial Image.jpg     </div> <div style="text-align: center;">         Rubric for Analyzing Multiple Perspectives     </div> </div>		
<b>Strategies for Differentiation</b>			
<b>All Students</b>	<b>SWD</b>	<b>ELs</b>	<b>Enrichment</b>
<p style="text-align: center;"><b>Pre teach lesson multiple perspectives using common story. (example- Romeo and Juliet: West Side Story, Taylor Swift Song “Love Story,” Salvador Dali art Romeo</b></p>	<p><b>Reference IEP</b></p> <p><b><i>Accommodations</i></b></p> <p><a href="http://www.alvordusdrccd.com/instructi">http://www.alvordusdrccd.com/instructi</a></p>	<p><b>Emerging</b></p> <p><b>Annotation Help for the close reading and analysis of multiple</b></p>	<p><b>Multiple perspectives extension</b></p>

<p>and Juliet Link:  <a href="http://twistedstifter.com/2014/01/rare-salvador-dali-illustrations-of-romeo-and-juliet/">http://twistedstifter.com/2014/01/rare-salvador-dali-illustrations-of-romeo-and-juliet/</a>)</p>	<p><a href="#">onal-strategies.html</a></p> <p><i>Modifications</i></p> <p><a href="http://www.alvordusdracd.com/instructional-strategies.html">http://www.alvordusdracd.com/instructional-strategies.html</a></p>	<p><b>perspectives.</b></p> <p><a href="#">..\Resources Folder\Unit 3 resources\Task 4 Resources\Annotating Hints and Examples- ELLs.pdf</a></p>	<p><b>activity</b></p> <p><a href="#">..\Resources Folder\Unit 3 resources\Task 4 Resources\multiple perspectives enrichment activity.pdf</a></p>
		<p><b>Expanding</b></p> <p><a href="#">..\Resources Folder\Unit 3 resources\Task 4 Resources\Annotating Hints and Examples- ELLs.pdf</a></p>	
		<p><b>Bridging</b></p> <p><a href="#">..\Resources Folder\Unit 3 resources\Task 4 Resources\Annotating Hints and Examples- ELLs.pdf</a></p>	

<p><b>Scoring Rubric</b></p>	<p> Rubric for Analyzing Multiple Perspectives</p>
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## Authentic Performance Task 5 (Engaging Scenario)

<b>Task Description</b>	<p>Description:</p> <p>Option A: You work for your school’s student services department and have been assigned the task of organizing an awareness campaign that will launch at your school. Some groups on campus have been singled out and unjustly accused because of irrational fears. False accusations have been made against these groups which has caused a modern day “witch hunt” on campus.</p> <p>Your supervisor has asked you to create an informational video, speech, or radio spot in addition to a pamphlet or brochure which explains and provides examples of “witch hunts” as they have been seen in literature, history and current day. You will present your research and host a table where you will distribute your flyers and discuss the issues with your peers.</p>	<b>Suggested Length</b>	<b>Days: 3</b> <b>Mins/Day: 50</b>
	<p>Option B: You work for your school’s student services department and have been assigned the task of organizing an awareness campaign that will launch at your school. Some groups on campus have been using fear tactics to influence others. As a result, there is a campus full of fear and panic.</p> <p>Your supervisor has asked you to create an informational video, speech, or radio spot in addition to a pamphlet or brochure which explains and provides examples of “fear tactics” as they have been seen in literature, history and current day. You will present your research and host a table where you will distribute your flyers and discuss the issues with your peers</p>		
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p>W 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>L 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>c. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>d. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</li> </ul>		
	<b>Supporting Standard(s)</b>		

	<p>W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p>	
	<b>Target ELD Standard(s)</b>	
	<p>Collaborative</p> <p>4: Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>Interpretive</p> <p>5: Listening actively to spoken English in a range of social and academic contexts</p> <p>6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language Productive 9. Expressing information and ideas in formal oral presentations on academic topic</p> <p>Productive</p> <p>9: Expressing information and ideas in formal oral presentations on academic topics</p> <p>10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11: Justifying own arguments and evaluating others’ arguments in writing</p> <p>12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p>	
<b>Essential Question(s)</b>	<p>How is an effective expository essay written? (W 2)</p> <p>When is command of the English language important? (L 1)</p>	
<b>Big Idea(s)</b>	<p>An expository essay uses effective organization, selection and analysis of content. (W 2)</p> <p>Command of the English language is important in writing and speaking. (L 1)</p>	
<b>Bloom’s</b>	<b>DOK</b>	<b>Scoring Rubric</b>
<b>4</b>	<b>3</b>	<p style="text-align: center;"><b>Engaging Scenario Unit 3 Rubric</b></p> <p style="text-align: center;"> Engaging Scenario Rubric Unit 3 - Copy.c</p>



Teaching and Learning Sequence		(Suggested Instructional Strategies and Tasks)		
Teaching and Learning Sequence		<p>Have students study different Public Service Announcements and gather information based on their findings for witch hunts.</p> <p><a href="http://www.rock-your-world.org/curriculum/take-actions/creating-public-service-announcements">http://www.rock-your-world.org/curriculum/take-actions/creating-public-service-announcements</a></p>		
Resources and Materials		(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		
Strategies for Differentiation				
All Students	SWD	ELs	Enrichment	
<p>If technology isn't available have students create a written oral presentation for their public service announcement. Students can also present in their classroom and have other English 3 students visit from other classes.</p>	<p><b>Reference IEP</b></p> <p><b><i>Accommodations</i></b></p> <p><a href="http://www.alvordusdrccd.com/instructional-strategies.html">http://www.alvordusdrccd.com/instructional-strategies.html</a></p>	<p><b>Emerging</b></p> <p>Speech/oral presentation can be shortened.</p>	<p>Students can write an accompanying essay to go along with their pamphlet and oral presentation.</p>	
	<p><b><i>Modifications</i></b></p> <p><a href="http://www.alvordusdrccd.com/instructional-strategies.html">http://www.alvordusdrccd.com/instructional-strategies.html</a></p>	<p><b>Expanding</b></p> <p>Speech/oral presentation can be shortened.</p>		
		<p><b>Bridging</b></p> <p>Speech/oral presentation can be shortened.</p>		

**Scoring Rubric**



Engaging Scenario  
Rubric Unit 3 - Copy.c

**Engaging Scenario (Task 5)****Detailed Description (situation, challenge, role, audience, product or performance)**

Description:

Option A:

You work for your school's student services department and have been assigned the task of organizing an awareness campaign that will launch at your school. Some groups on campus have been singled out and unjustly accused because of irrational fears. False accusations have been made against these groups which has caused a modern day "witch hunt" on campus.

Your supervisor has asked you to create an informational video, speech, or radio spot in addition to a pamphlet or brochure which explains and provides examples of "witch hunts" as they have been seen in literature, history and current day. You will present your research and host a table where you will distribute your flyers and discuss the issues with your peers.

Option B:

You work for your school's student services department and have been assigned the task of organizing an awareness campaign that will launch at your school. Some groups on campus have been using fear tactics to influence others. As a result, there is a campus full of fear and panic.

Your supervisor has asked you to create an informational video, speech, or radio spot in addition to a pamphlet or brochure which explains and provides examples of "fear tactics" as they have been seen in literature, history and current day. You will present your research and host a table where you will distribute your flyers and discuss the issues with your peers

## Feedback to Curriculum Team

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

	Successes	Challenges
Student Perspective		
Teacher Perspective		

## Appendix A - Unit 2 Reference Guide

<b>Subject:</b>	ELA		<b>Grade:</b>	11
<b>Unit Number:</b>	3	<b>Unit Name:</b>	Witch Hunts/The Power of Fear	
<b>Unit Length:</b>	Weeks: 5		Mins / Day: 50	
<b>Unit Synopsis:</b>	This is a five week unit with a focus on both fiction and non-fiction reading. Teachers may choose from the topic of “witch-hunts” or “the power of Fear” for the implementation of this unit.			

Engaging Scenario/TASK 5			
Description:			Days: 5 Mins/Day: 55
Authentic Performance Tasks	Description	Standards	Essential Question
Days: 3-4  <b>Task 1:</b>  <b>Product:</b>		ELA Priority:  ELA Supporting:	
Days: 2-3  <b>Task 2:</b>  <b>Product:</b>		ELA Priority:  ELA Supporting:	
Days: 2-3  <b>Task 3:</b>  <b>Product:</b>		ELA Priority:  ELA Supporting:	
Days: 4-5  <b>Task 4:</b>  <b>Product:</b>		ELA Priority:  ELA Supporting:	