

12th Grade English Unit Plan #3: The Intersection of Language and Identity

Duration: 6 weeks

Synopsis: In this unit, students will read several narrative non-fiction essays from famous writers on the theme of language as an important element of one's identity. They will discuss each author's use of techniques of craft to tell his story, while keeping their writing in the non-fiction genre.

Stage 1 - Desired Results

Unit Snapshot: In this unit, students will study multiple narrative non-fiction pieces, all centered around how a person's identity is shaped by his or her language, and society's acceptance or rejection of that language. They will look at the work of a variety of different authors, representing different cultural backgrounds, races, and native languages, and study their story telling techniques and the elements of narrative non-fiction in their works, as a vehicle for authors to comment and critique society.

Unit Goals:

- Scholars will read, analyze, and evaluate narrative non-fiction essays to study and debate the role of language in fostering a person's identity
- Students will participate in a Socratic Seminar around the role of language and culture in society
- Students will write an argumentative essay around the role of language in society, incorporating a minimum of two essays in their analysis.

State Standards:

- Standard 2: Students will read, write, listen and speak for literary response and expression.
- Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

CCSS:

- 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, including determining where the text leaves matters uncertain.
- RL.11-12.2: 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.
- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Enduring Understandings:

- Language is a tool of communication among and across communities. It is a reflection of a person's culture, beliefs, and identity.
- Standard English is one form of the English language appropriate in professional, academic settings. However, there are many forms of English.
- Language is used as a tool of the elite to oppress and control the lower classes.

Essential Questions:

- What is language?
- What role does language play in society?
- How is language a political instrument of power and oppression in society?

<p>Students will know...</p> <ul style="list-style-type: none"> • The intersection of language and identity • The core literary elements, including: imagery, repetition and metaphor. • How to write an effective argumentative essay that includes multiple authors' viewpoints • What a Socratic Seminar is and how to use textual evidence to participate effectively in a Socratic Seminar 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Analyze the role of language in developing individual identity and a connection to family heritage • Identify and discuss the use of literary elements in both fiction and non-fiction, including imagery, repetition and metaphor • Write a persuasive argumentative essay, drawing on multiple pieces of evidence and multiple perspectives from the texts studied. • Engage in discussion and debate, adhering to established classroom norms
<p>Key terms and concepts:</p> <p>Code switching Register Linguistic Assimilation Main Point Summary Key Point Summary</p>	<p>Fiction & non-fiction/ Culturally Responsive Resources:</p> <ul style="list-style-type: none"> • "Me Talk Pretty One Day," David Sedaris • "Mother Tongue," Amy Tan • "If Black English Isn't a Language, Then Tell me What Is?" James Baldwin • "How to Tame a Wild Tongue," Gloria Anzaldua • "Broken English," Jamila Lysicott (TED Talk)
<p>Accommodations/Modifications (ELLS & SWDs):</p> <ul style="list-style-type: none"> • Graphic organizers for students as needed • Essay Outlines • Having draft pre-reviewed by teacher before submitting final essay • Access to a thesaurus and dictionary during writers' workshop 	
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Stage 2 - Assessment Evidence

Performance Tasks: Argumentative Essay
(Adapted from the 2014 Common Core ELA Regents Exam) (R1, W1, R2, R3, R4, R6)

Directions: You have closely read each of the four texts studied during this unit. Now, write a source-based argument on the topic below.

Topic: Given that language matters and helps give a person a sense of identity, is it better for individuals to cling to a private or family language, or should linguistic assimilation be the goal of every person living in the United States?

Your Task: Carefully read each of the four texts provided. Then, using evidence from at least three of the texts, write a well-developed argument regarding the debate over assimilation to Standard English versus preservation of one's home language. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least three of the texts to develop your argument. Do not simply summarize each text.

Be sure to

- Establish your claim regarding language assimilation v. language preservation
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least three of the texts to develop your argument
- Identify each source that you reference by citation (Tan 3)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Other Evidence:

Formative:

- Close Reading Activities (READ Protocol)
- Discussions relating to Essential Questions
- Exit slips
- Reading-based mini-assessments
- Written homework assignments

Summative:

- Socratic Seminar on language and identity (R1, R2, R4, SL 6)



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New York State Regents Examination in English Language Arts (Common Core)

Part 3 Rubric

Text Analysis: Exposition

Criteria	4 Responses at this Level:	3 Responses at this Level:	2 Responses at this Level:	1 Responses at this Level:
Content and Analysis: the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis -demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea	-introduce a clear central idea and a writing strategy that establish the criteria for analysis -demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea	-introduce a central idea and/or a writing strategy -demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea	-introduce a confused or incomplete central idea or writing strategy and/or -demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea
Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis	-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	-present ideas sufficiently, making adequate use of relevant evidence to support analysis	-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-present little or no evidence from the text
Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit logical organization of ideas and information to create a cohesive and coherent response -establish and maintain a formal style, using precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent response -establish and maintain a formal style, using appropriate language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent response -lack a formal style, using language that is basic, inappropriate, or imprecise	-exhibit little organization of ideas and information -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text -are minimal, making assessment unreliable
Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of the conventions with infrequent errors	-demonstrate partial control of conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions with some errors that hinder comprehension	-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult -are minimal, making assessment of conventions unreliable

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.