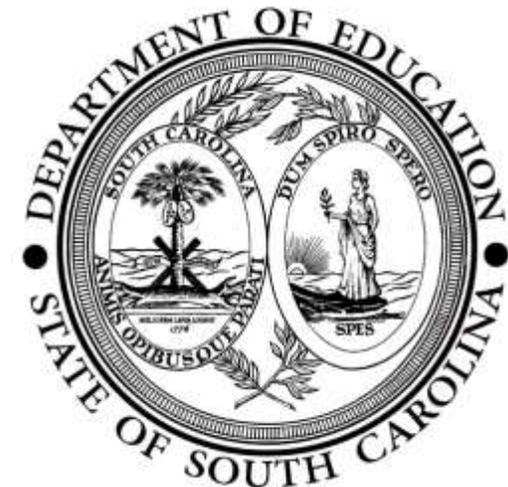


English 2

Informative/Explanatory Writing - Power

Instructional Unit Resource for the
*South Carolina College- and Career-Ready Standards for
English Language Arts*

South Carolina Department of Education
Office of Standards and Learning
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**English 2: Informative/Explanatory Writing:
Power**

Unit Rationale/Overview

The purpose of this unit is for students to analyze literary and informational texts which center on the theme of power. It provides opportunities to compare ideas presented in multiple texts and media throughout history. The culminating assessment requires students to craft an informative/explanatory essay. Through reading, writing, and reflecting, students will examine the often conflicting roles of rights, responsibilities, and power in society as portrayed in multiple texts. The major emphasis within this unit is the exploration of the effects of rhetoric in literature, informational texts, and media. *The Tragedy of Julius Caesar* is the suggested text for this unit. The play addresses the concepts of ambition, honor, and rhetorical skill through the actions and experiences of the characters.

One of the major themes in this unit is that, if not careful, people can be easily manipulated by clever but misleading oratory or messages. The Profile of the South Carolina Graduate (<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>) addresses three areas of importance for all high school graduates: World Class Knowledge, World Class Skills, and Life and Career Characteristics. World Class Knowledge and some World Class Skills are typically taught in the educational setting, but Life and Career Characteristics, commonly known as soft skills, are of equal importance. These skills and traits include integrity, self-direction, global perspective, perseverance, worth ethic, and interpersonal skills. Without these skills, the student will not be able to achieve his fullest potential.

Through collaboration, analysis, and writing, students will learn skills that will help them develop the world class skills listed in the Profile of the South Carolina Graduate.

Estimated time frame: five weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators

Reading-Literary Text

E2.RL.6 Summarize key details and ideas to support analysis of thematic development.

E2.RL.6.1 Determine a theme 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.

E2.RL.7 Analyze the relationships among ideas, themes, or topics in multiple media and formats and in visual, auditory, and kinesthetic modalities.

E2.RL.7.1 Trace the development of a common theme across media, modality, and format.

E2.RL.7.2 Explain how literary texts and related media allude to themes and archetypes from historical and cultural traditions.

E2.RL.12 Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

E2.RL.12.1 Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise, citing support from the text.

E2.RL.12.2 Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects.

Reading-Informational Text

E2.RI.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

E2.RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.

E2.RI.8 Interpret and analyze the author's use of words, phrases, text features, conventions, and structures and how their relationships shape meaning and tone in print and multimedia texts.

E2.RI.8.1 Determine figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.

Writing

E2.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

E2.W.2.1 Write informative/explanatory texts that:

- a. introduce a topic;
- b. use relevant information from multiple print and multimedia sources;
- c. organize complex ideas, concepts, and information to make connections and distinctions;
- d. assess the credibility and accuracy of each source;
- e. include formatting, graphics, and multimedia to aid comprehension as needed;
- f. develop the 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;
- g. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
- j. use precise language and domain-specific vocabulary to manage the complexity of the topic;
- k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and
- l. provide a concluding statement or section that follows from and supports the information or explanation presented.

Embedded Standards/Indicators

Inquiry-Based Literacy

E2.I.1 Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

E2.I.1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.

E2.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

E2.I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.

E2.I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.

E2.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.

E2.I.3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.

Reading-Informational Text

E2.RI.7 Research events, topics, ideas, or concepts through multiple media, formats, and visual, auditory, and kinesthetic modalities.

E2.RI.7.1 Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.

E2.RI.8 Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures and how their relationships shape meaning and tone in print and multimedia texts.

E2.RI.8.2 Explain how the author’s meaning and tone are developed and refined by text features and structures.

E2.RI.10 Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning and style.

E2.RI.10.1 Determine an author’s point of view or purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

E2.RI.11 Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

E2.RI.11.1 Analyze in detail how the author’s ideas or claims are supported through the use of text features and structures.

E2.RI.11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Communication

E2.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

E2.C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings.

E2.C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.

E2.C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.

E2.C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.

E2.C.1.5 Synthesize areas of agreement and disagreement, including justification for personal perspective; revise conclusions based on new evidence.

E2.C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.

E2.C.4 Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact the audience and convey messages.

E2.C.4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.

E2.C.4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.

E2.C.4.3 Analyze the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.

Clarifying Notes and “I Can” Statements

Clarifying Notes

This unit is designed thematically to teach literary texts, informational texts, and a variety of other media while teaching informational/explanatory writing skills. Reading and writing strategies should be interwoven in order to build student competency.

The Learning Target instructional strategies are suggestions and should not be considered prescriptive.

The instructional strategies listed are not to be taught in any particular order. They are arranged in order of their appearance in the “I Can” statements section.

Teachers should incorporate communication standards into daily lessons, discussions, and assessments as appropriate.

“I Can” Statements

“I Can” statements are learning targets of what students need to know and accomplish as related to the standards/indicators.

- I can determine a theme and analyze how it emerges and is shaped and refined. (E2.RL.6.1)
- I can compose an objective summary stating the key points of the text. (E2.RL.6.1)
- I can trace the development of a common theme in multiple types of texts (across media, modality, and format). (E2.RL.7.1)
- I can locate themes and archetypes and explain how historical and cultural traditions affect themes and archetypes. (E2.RL.7.2)
- I can identify specific examples of how text structure, organization, and manipulation of time create the effects of mystery, tension, or surprise. (E2.RL.12.1)
- I can show the relationship between the author’s choices and the impact on the plot. (E2.RL.12.2)
- I can cite evidence to support explicitly stated meanings or inferred meanings and identify multiple interpretations of that text. (E2.RI.5.1)
- I can identify figurative, connotative, or technical meanings of words and phrases. (E2.RI.8.1)
- I can analyze the impact of specific words, phrases, analogies, text features, or allusions on meaning and tone. (E2.RI.8.1)
- I can create an informative/explanatory text and present it in a formal, consistent style and objective tone that includes an introduction, supporting details, facts, definitions, and examples with transitions that create cohesion and clarify relationships, and a concluding statement/section that supports the information or explanation presented. (E2.W.2.1)

Essential Questions

These are **suggested** essential questions that will help guide student inquiry.

- How does power corrupt?
- Why do inequalities of power exist?
- What creates differences of power?

- Are differences of power necessary?
- How does having power over our lives as opposed to having power within ourselves affect our lives and the lives of others, as well as our community and the world?

Academic Vocabulary

Some students may need extra support with academic vocabulary. Teaching vocabulary in an instructional context is recommended rather than teaching in isolation. An appropriate time to deliver explicit instruction is during the modeling process.

theme
 archetypes
 informative
 explanatory
 text structure
 organization
 objective summary

Prior Knowledge

Prior to this unit, students will need experience with the following:

- transacting with texts to formulate questions, considering alternative views and multiple perspectives, synthesizing information, and reflecting throughout the learning process;
- summarizing, interpreting, and analyzing both literary and informational texts, as well as investigating allusions to themes and archetypes from historical and cultural traditions;
- determining a theme and analyzing its development;
- tracing the development of a theme in two different artistic mediums;
- determining the significance of an author’s use of structure and plot organization in order to create the effects of mystery, tension, or surprise, citing textual evidence; citing textual evidence;
- determining the figurative, connotative, or technical meanings of words and phrases; and
- writing well-organized, grammatically correct informative/explanatory texts through a process that includes editing and revision.

Subsequent Knowledge

In English 3, students will be expected to expand upon concepts and skills learned in English 2.

Students will:

- analyze the development of related themes across multiple texts citing evidence to support analysis
- analyze the development of theme across diverse media, modality, and format
- analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.

- analyze the relationships among structure, plot, and manipulation of time to determine how meaning is derived citing support from the text.
- cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate.
- analyze how an author uses and refines words and phrases over the course of a text.
- further develop the informative/explanatory essay by:
 - organizing complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;
 - developing the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; and
 - using precise language, domain-specific vocabulary, and techniques, such as metaphor, simile, and analogy to manage the complexity of the topic.

Instructional Strategies

Instructional Strategy: Tracing the Development Theme

Learning Target: I can determine a theme and analyze how it emerges and is shaped and refined. (E2.RL.6.1)

1. Give students copies of a poem to read aloud.
2. Have students go over the poem (either individually or in groups) and put a star next to the line or lines they think contain the main idea of the poem.
3. Students should also underline the lines they believe support the main idea.
4. Once everyone is finished, have three to five students (or a representative from each group) write a summary of the poem on the board or somewhere everyone can see it.
5. Discuss responses. Some possible questions are below.
 - a. Is the main idea of the poem _____ (citing a student response)?
 - b. What lines do you believe contain the theme of the poem?
 - c. Is it possible that they are both correct?
 - d. What lines in the poem support this idea? What lines do not support it?
 - e. What is this poem about?

Adapted from: Shmoop - <http://www.shmoop.com/common-core-standards/ccss-ela-literacy-rl-9-10-2.html>

Further Learning: Create a theme statement for the poem, and then create a chart that shows the textual evidence that supports the theme statement.

Instructional Strategy: Summarizing Literary and Informational Texts Using Central Ideas

Learning Target: I can compose an objective summary stating the key points of the text. (E2.RL.6.1)

1. To write an objective summary, students should:
 - a. focus on the central ideas from the text.
 - b. omit supporting or minor details.
 - c. write only enough to convey the central idea (4-5 sentences maximum).
 - d. organize the informational clearly.
 - e. restate the information in your own words; do not copy from the text. Summaries do not use textual evidence.
 - f. not include opinions or personal thoughts.

2. Show students the following example from an informational text:

Name It	Verb It	Central Idea
“Stomp Out Bullying” by Jennifer Dignan	shows	Why bullying is a problem and how it can be solved.
Key Details: <ul style="list-style-type: none">● Thousands of teens are bullied every day.● Many schools and organizations have established anti-bullying programs to stop this problem.● To stop bullying, individuals should speak up when they are bullied or when they see bullying happen.		

3. Students will create a graphic organizer to write the topic sentence for their objective summary that names the article, uses a verb, and includes central ideas.

Name It	Verb It	Central Idea
Identify the title of the text and the author.	Use a “summary” verb to describe what the article is doing: shows, describes, explains, discusses, lists, explores, illustrates, teaches, compares, states, etc.	Identify the central idea of the text.

4. After crafting their topic sentence, students should choose one to two essential ideas from the beginning of the text, one to two essential ideas from the middle of the text, and one to two essential ideas from the end of the text.
5. After completing the chart, students should compile the information to create an objective summary of the text.

Further Learning: Students should practice independently with more complex informational texts.

Lesson citation:

<http://www.warrencountyschools.org/userfiles/3255/Classes/130709/WritinganObjectiveSummary%20.pdf?id=434926>

Instructional Strategy: Tracing the Development of a Theme Across Multiple Texts

Learning Target: I can trace the development of a common theme in multiple types of texts (across media, modality, and format). (E2.RL.7.1)

After reading and/or viewing various texts on a related theme across multiple media, modality, and format, students should complete the following graphic organizer to trace the development of theme.

Suggested example could be the theme of power, using the follow texts:

- *Julius Caesar*(drama) <http://shakespeare.mit.edu/juliuscaesar/full.html>,
- “*Only the Strong Survive*” (song) - <http://www.azlyrics.com/lyrics/elvispresley/onlythestrongsurvive.html>

- TED Talk “Are We in Control of Our Own Decisions?” - https://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions?language=en

Title, Author, and Genre/Format	Theme (stated or implied)	Author’s Purpose	How the elements support the theme
Julius Caesar Shakespeare, drama			
“Only the Strong Survive”, Elvis Presley, Song			
“Are We in Control of Our Own Decisions?”, Dan Ariely, Video			

Instructional Strategy: Determine and Explain Archetypes

Learning Target: I can locate themes and archetypes and explain how historical and cultural traditions affect themes and archetypes. (E2.RL.7.2)

1. Discuss common themes and archetypes in historical and cultural traditions (i.e. hero, wizard, damsel, comic sidekick); see resources for information about archetypes.
2. Either as a class, in groups, or individually have students complete a graphic organizer in which they determine how common themes and archetypes affect the themes and archetypes in the text. The following is an example of a format for a graphic organizer:

Archetypes in *The Lion King*

Archetype	Character (ie. Simba, Scar, Timon, Pumbaa, Nala, Rafiki)	Rationale
Young Man/Hero		
The Trickster		
Old Man/Wizard		
Damsel		
Old Woman/Witch		

Further Learning: Students will be asked to compare and contrast one kind of archetype as depicted within two different novels/films from different genres.

Instructional Strategy: Mystery, Tension, and Surprise

Learning Target: I can identify specific examples of how text structure, organization, or manipulation of time create the effects of mystery, tension, or surprise. (E2.RL.12.1)

1. Discuss the elements of mystery, tension, and surprise.
2. List each one on the board separately, and have students identify stories, poems, plays, or movies that contain one or more of these devices. They should identify scenes, objects, or events that specifically use one or more of these devices.
3. Have students review the structure and organization of a text, using a graphic organizer that addresses the parts of a plot (ie. characters, setting, problem/solution, conflict).
 - a. Sequence Chain: <http://www.dailyteachingtools.com/images/SequenceChain.jpg>
 - b. Plot Diagram: http://www.readwritethink.org/files/resources/lesson_images/lesson800/IdentifyPlot.pdf
4. Ask questions such as:
 - a. How does the structure of the text contribute to its meaning?
 - b. How does the author order the events? What is the effect?
 - c. How does the author use devices to manipulate time?
 - d. How does the (structural element) create the effect of _____?
 - e. How does the text structure the author chose contribute to the story?
 - f. How does the order of events contribute to the drama? Use examples from the drama in your analysis.
 - g. How does the manipulation of time contribute to the story? Use examples from the drama in your analysis.
 - h. How does the author create mystery/tension/surprise in the story/drama? Use examples from the story/drama in your analysis.
 - i. How do parallel plots contribute to the drama? Use examples from the drama in your analysis.
5. Have a fishbowl discussion (For more information see <http://www.learner.org/workshops/tml/workshop3/teaching2.html> about the text structure, the organization of a text, or the manipulation of time within a text and how they create the effects of mystery, tension, or surprise.

Assessment: <https://www.opened.com/assessment/analyze-how-an-author-s-choice-effects-mystery-tension-or-surprise/1276053>

Instructional Strategy: Noting Components in Literature

Learning Target: I can show the relationship between the author’s choices and the impact on the plot. (E2.RL.12.2)

1. Remind students that it is important to remember how the parts of a story work together.

The typical components are usually listed as exposition, rising action, climax, falling action, and denouement/resolution.

2. Have students gather in groups (or work individually). Give each group or student a short story or narrative poem to read. As they read, they should take notes on each component of the plot.
3. Have students use a graphic organizer such as the following for this activity:

Component	Notes
Exposition (setting, characters, event that sets the story in motion)	
Rising Action (events leading up to the climax)	
Climax (the turning point; the most intense or exciting point of the story)	
Falling Action (events that occur after the climax)	
Denouement/Resolution (the final part of the story in which the plot is resolved)	

4. Once students have made some notes, reassemble as a class, and discuss what students have found about the story's or poem's structure. You can post a diagram of the structure on the board (either written or digitally). Write in the elements of the story that belong under each heading as students call them out. Explain to students that some events in the story may be appropriate for more than one category; take this is opportunity to discuss how plot structure is not always clearly divided.
5. After analyzing the plot structure, discuss the impact of the author's choices (including organization, manipulation of time etc.) on the plot.

Instructional Strategy: Cite evidence to support explicitly stated meanings or inferred meanings.

Learning Target: I can cite evidence to support explicitly stated meanings or inferred meanings; identify multiple interpretations of that text. (E2.RI.5.1)

1. Annotating texts helps students to think critically about a text. They are able to transact with the text through questioning and clarifying main points. Here are the steps students should follow when annotating text:
 - a. Highlight key information
 - b. Take notes in the margin that can include check marks, stars, phrases, question marks, etc.
 - c. Write a brief summary at the end of each chapter or section. For more information on annotating see: http://www.readwritethink.org/files/resources/lesson_images/lesson1132/AnnotationGuide.pdf
2. Students should understand that a single text can have literal, ambiguous, and, sometimes, multiple meanings at the same time. Learning to determine when a text has multiple meanings will allow students to develop a deeper understanding of complex topics.

Further Learning: Students can complete a citation table that enables them to further analyze phrases or sentences in the text. An example format is below:

Specific Phrase or Sentence from the Text	Purpose
<i>Students write specific phrases or sentences from the text here</i>	<i>Students explain the significance of the phrase here</i>

Instructional Strategy: Understanding Words

Learning Target: I can identify figurative, connotative, or technical meanings of words and phrases. (E2.RI.8.1)

When students encounter a word they do not understand, they should ask themselves the following questions to determine the meaning.

- a. What word or phrase do I not understand?
- b. Are there any words or information that can help me?
- c. What is this paragraph/stanza/excerpt talking about? Are there any clues?
- d. What do I think the word means?
- e. What is the literal or technical meaning of the word?
- f. Is there a possible figurative meaning? Can this word have multiple meanings?
- g. Does my meaning make sense based on the way the word is used in the text?

Further Learning: Create a word map - http://www.readwritethink.org/files/resources/lesson_images/lesson307/wordmap.pdf - to increase understanding about the words.

Instructional Strategy: Analyze the impact of word choice

Learning Target: I can analyze the impact of specific words, phrases, analogies, text features, or allusions on meaning and tone. (E2.RI.8.1)

1. To convey the concept of the impact of word choice, complete the following activity.
 - a. Define and demonstrate examples of connotations and denotations.
 - b. Demonstrate to students how word choice can impact meaning. Show students a sample sentence such as, “Amber walked into the room.” Volunteers act out ways that the student in the sentence might enter the room, and the teacher models, revising the sample sentence’s verb accordingly (for example, meanders, storms, prowls, scrambles). Students then suggest other replacements for the verb in the sentence to show the impact of word choice. They will see that word choice increases specificity and realize the impact of connotations of certain words.
 - c. Discuss the difference between connotation and denotation of the chosen words.
2. Watch LearnZillion (https://learnzillion.com/lesson_plans/7006-analyze-the-impact-of-word-choices-on-meaning-and-tone#fndtn-lesson) about the impact of word choice.

3. While analyzing the impact of word choice within a specific text, students identify adjectives and verbs from the text, determine or infer the word’s positive or negative connotation, and determine what the words reveal about the text. They should consider the literal definition of the word and the other layers of meaning in the word. See the following graphic organizer to help students organize their thoughts.

Strong Adjectives and Verbs from the Text	Definition	Positive or Negative Connotation	Why do you think the author chose this word?	What are the other layers of meaning in this word?	What do these words reveal about the text?

Further Learning: Students write a brief literary analysis focusing on word choice.

Instructional Strategy: Write an Informational/Explanatory Essay

Learning Target: I can create an informative/explanatory text and present it in a formal, consistent style and objective tone that includes an introduction, supporting details, facts, definitions, and examples with transitions that create cohesion and clarify relationships, and a concluding statement or section that supports the information or explanation presented. (E2.W.2.1)

Students follow the writing workshop process:

- Have students complete a cluster diagram based on their chosen topics. See the following website for a graphic organizer: <https://www.eduplace.com/graphicorganizer/pdf/cluster.pdf>
- Provide copies of and review the [Informative/Explanatory Rubric](#) found in the Appendix with the students.
- Ask students to use their notes to help them begin drafting an essay.

- Possible essay topics could include:
 - Using evidence and examples from texts read and viewed during the unit, define power.
 - Explain the development of power throughout one of the texts.
 - “Power corrupts, and absolute power corrupts absolutely.” Explain how this statement relates to *Julius Caesar* or another text read in this unit.
- Complete a draft of the essay
- Revise the essay
- Edit the essay
- Review the essay (including peer editing and teacher conferencing)
- Publish the essay

Assessment: Use the [Informative/Explanatory Rubric](#) included in the Appendix to score the students’ essays.

Potential Assessment Tasks

Formative:

- The products of the instructional strategies listed should serve as formative checks of students’ understanding of the standards and/or indicators.

Summative:

Students will write an informative/explanatory essay on one of the following topics (or another appropriate topic of your choice):

- Using evidence from texts read and viewed during the unit, define power using examples and evidence from the text. (E2.W.2.1, E2.RI.5.1, E2.RL.6.1, E2.RL.7.1)
- Explain the development of power throughout one of the texts. (E2.W.2.1, E2.RI.5.1, E2.RL.6.1, E2.RL.7.1)
- “Power corrupts, and absolute power corrupts absolutely.” Explain how this statement relates to *Macbeth*. (E2.W.2.1, E2.RL.6.1)
- Use the [Informative/Explanatory Rubric](#) included in the Appendix to score the students’ essays.

Resources

Archetypes:

Archetypes - This document contains information about archetypes in general, heroic archetypes (including types of journeys, stages of the journey, and characteristics of a hero's journey) and information about situational, character, and symbolic archetypes.

<http://www.hccfl.edu/media/724354/archetypesforliteraryanalysis.pdf>

Archetype - Definition of archetype and examples of archetypes in literature

<http://literarydevices.net/archetype/>

The Twelve Archetypes

http://www.uiltexas.org/files/capitalconference/Twelve_Character_Archetypes.pdf

Word Choice:

Sample lesson from Learn Zillion on the impact of word choices based on the poem "O Captain, My Captain"

<https://learnzillion.com/resources/13985>

Possible Literary Texts:

- *Julius Caesar* by William Shakespeare (Drama)
- *The Power of One* by Bryce Courtenay (Novel)
- "The Story of Daedalus and Icarus" from *Metamorphoses*, Ovid (Greek Myth)
- "Musee des Beaux Arts," W. H. Auden (Poem)
- *Oedipus Rex*, Sophocles (Drama)
- "Ozymandias," Percy Bysshe Shelley (Poem)
- *The Chocolate War* by Robert Cormier (Novel)
- *Beyond the Chocolate War* by Robert Cormier (Novel)
- *Down a Dark Hall* by Lois Duncan (Novel)
- *Lord of the Flies* by William Golding (Novel)
- *Brave New World* by Aldous Huxley (Novel)
- *The Young Unicorns* by Madeleine L'Engle (Novel)
- *The Wave* by Morton Rhue (Novel)
- *The Lord of the Rings* by J.R.R. Tolkien (Novel)

- *Speak* by Laurie Halse Anderson (Novel)
- *The Hunger Games Trilogy*
- *Killing Mr. Griffin* by Lois Duncan (Novel)
- *Shattering Glass* by Gail Giles (Novel)
- *Battle of Jericho* by Sharon Draper (Novel)

Possible Informational Text

Seven Habits of Highly Effective People by Stephen Covey

Possible Videos and Art:

- Act I, Scene vii; Act II, Scene i; and Act III, Scene iv of *Macbeth*, Charles Isherwood (Video)
- “Eye of the Tiger” by Survivor (Song)
- “Only the Strong Survive” by Elvis Presley
- “Man in the Mirror” by Michael Jackson
- “Invincible” by Kelly Clarkson (Song)
- “You Gotta Be” by Des’ree (Song)
- *The Lion King* (film)
- *The Tragedy of Macbeth*, Rupert Goold (Film)
- TEDTalk: “Are We Really in Control of Our Own

Landscape with the Fall of Icarus, Pieter Bruegel (Art)

https://en.wikipedia.org/wiki/Landscape_with_the_Fall_of_Icarus#/media/File:Pieter_Bruegel_de_Oude_-_De_val_van_Icarus.jpg

Decisions?” Dan Ariely

http://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions

Lady Macbeth with Daggers, Jonathan Fuseli (Art)

<http://www.tate.org.uk/art/artworks/fuseli-lady-macbeth-seizing-the-daggers-t00733>

English 2: Informative/Explanatory Writing: Power References

	Masterful - 4	Skilled - 3	Adequate - 2	Developing - 1
Content/Support	<p>The writer masterfully –</p> <ul style="list-style-type: none"> addresses all aspects of the writing task with a tightly focused and detailed response. develops the 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. uses precise language and domain-specific vocabulary to manage the complexity of the topic 	<p>The writer skillfully –</p> <ul style="list-style-type: none"> addresses the writing task with a focused response. develops the topic using 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. uses precise language and domain-specific vocabulary to manage the complexity of the topic. 	<p>The writer –</p> <ul style="list-style-type: none"> addresses the writing task with an inconsistent focus. inconsistently develops the topic using 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. inconsistently uses precise language and domain-specific vocabulary to manage the complexity of the topic. 	<p>The writer –</p> <ul style="list-style-type: none"> inadequately addresses the writing task and lacks focus. insufficiently develops the topic using facts, definitions, concrete details, quotations, or other information. does not use precise language and domain-specific vocabulary to manage the complexity of the topic.
Organization	<p>The writer masterfully –</p> <ul style="list-style-type: none"> introduces the topic with a precise, knowledgeable thesis. organizes complex ideas, concepts, and information to make connections and distinctions. uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. provides a concluding statement or section that follows from and supports the information or explanation presented. 	<p>The writer skillfully –</p> <ul style="list-style-type: none"> introduces the topic and a precise, knowledgeable thesis. organizes complex ideas, concepts, and information to make connections and distinctions. uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. provides a concluding statement or section that follows and supports the information or explanation presented. 	<p>The writer –</p> <ul style="list-style-type: none"> adequately introduces the topic and has a thesis. organizes ideas, concepts, and information in a manner that may lack cohesion (ideas may be rambling and/ or repetitive). inconsistently uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. provides an adequate concluding statement or section. 	<p>The writer –</p> <ul style="list-style-type: none"> attempts to identify the topic. attempts a thesis. demonstrates little or no evidence of purposeful organization. demonstrates little or no evidence of appropriate and varied transitions. does not provide a concluding statement or section
Conventions	<p>The writer masterfully –</p> <ul style="list-style-type: none"> demonstrates an exemplary command of standard English conventions. employs language and tone appropriate to audience and purpose. constructs sentences with appropriate variety in length and structure. establishes and maintains a consistent style and objective tone while attending to the norms and conventions of the discipline. 	<p>The writer skillfully –</p> <ul style="list-style-type: none"> demonstrates a command of standard English conventions; errors do not interfere with understanding. employs language and tone appropriate to audience and purpose. constructs sentences with sufficient variety in length and structure. establishes and maintains a consistent style and objective tone while attending to the norms and conventions of the discipline. 	<p>The writer –</p> <ul style="list-style-type: none"> demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding. inconsistently employs language and tone appropriate to audience and purpose. constructs sentences with errors in formation and/or that lack sentence variety. does not maintain a consistent style and/or objective tone. 	<p>The writer –</p> <ul style="list-style-type: none"> demonstrates a weak command of standard English conventions; errors interfere with understanding employs language and tone that are inappropriate to audience and purpose constructs sentences with frequent and severe sentence formation errors and/or that lack sentence variety demonstrates an inconsistent style and/or does not have an objective tone.
Research/Format	<p>The writer masterfully –</p> <ul style="list-style-type: none"> uses relevant information from multiple print and multimedia sources. uses credible sources <i>includes formatting, graphics, and multimedia to aid comprehension as needed*</i> quotes or paraphrases the data and conclusion of others while avoiding plagiarism. follows a standard format for citation/works cited.* 	<p>The writer skillfully –</p> <ul style="list-style-type: none"> uses relevant information from multiple print and multimedia sources. uses credible sources <i>includes formatting, graphics, and multimedia to aid comprehension as needed*</i> quotes or paraphrases the data and conclusions of others while avoiding plagiarism. follows a standard format for citation/works cited.* 	<p>The writer –</p> <ul style="list-style-type: none"> adequately uses relevant information from multiple print and multimedia sources. inconsistently uses credible sources.* uses formatting, graphics, and multimedia adequately to aid comprehension as needed.* adequately quotes or paraphrases the data and conclusions of others. following a standard format for citation/works cited.* 	<p>The writer inadequately –</p> <ul style="list-style-type: none"> uses relevant information from multiple print and multimedia sources. uses relevant and sufficient text support from the resources with accuracy. uses credible sources.* follows standard format for citation/works cited.*

*If applicable

English 2: Informative/Explanatory Writing

Power

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