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| 9.1.2 | Lesson 11 |

# Introduction

In this End-of-Unit Assessment, students craft a formal, multi-paragraph response to the following prompt: Identify similar central ideas in *Letters to a Young Poet* and *Black Swan Green*. How do Rilke and Mitchell develop these similar ideas?

Students review their annotated text, lesson Quick Writes, discussion notes, and homework notes to organize their ideas. Students then develop their multi-paragraph responses with relevant and sufficient evidence. Student writing is evaluated using the9.1.2 End-of-Unit Assessment Text Analysis Rubric.

For homework, students continue to read their Accountable Independent Reading (AIR) texts through the lens of a focus standard of their choice.

# Standards

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| Assessed Standard(s) | |
| CCRA.R.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| RL.9-10.2 | Determine a theme or central idea of a text and analyze in detail 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.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. |
| W.9-10.2.a, f | 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.   1. Introduce a topic; 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. 2. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| Addressed Standard(s) | |
| None. | |

# Assessment

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| Assessment(s) |
| Student learning for the unit is assessed via a formal multi-paragraph response at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.   * Identify similar central ideas in *Letters to a Young Poet* and *Black Swan Green*. How do Rilke and Mitchell develop these similar ideas? * Student responses are evaluated using the 9.1.2 End-of-Unit Assessment Text Analysis Rubric. |
| High Performance Response(s) |
| A High Performance Response should:   * Identify a similar central idea developed in *Black Swan Green* and *Letters to a Young Poet* (e.g., the nature of beauty or individual versus group identification). * Analyze how the similar central idea is developed in each text.   A High Performance Response may include the following evidence in support of multi-paragraph analysis:   * Rilke develops the central idea of the meaning of beauty. Specifically, he refines the idea that beauty lies within and is not dependent on outside opinion and validation. Rilke compares a poet to a “creator” (p. 8) and then he says the young poet should not concern himself with other people’s perception of his writing, “take that destiny upon yourself … without ever asking what reward might come from outside” (pp. 9–10). Rilke further develops the idea by telling the young poet that he should “be a world for himself” and “find everything in himself” (p. 10). * Rilke develops the central idea of individual identity versus group identification. Specifically, he refines the idea that fear of criticism and the desire to be accepted conflict with individual identity. Rilke introduces this idea when he addresses the young poet and dismisses criticism: “nothing touches a work of art so little as words of criticism” (p. 3). He further develops this idea when he describes what should motivate the poet. For example, rather than “looking outside,” Rilke suggests the poet “go into [him]self” to “find out the reason that commands [him] to write” (pp. 5–6). * Mitchell develops the central idea of the meaning of beauty. Specifically, he refines the idea that truth is beautiful. He introduces this idea when Madame Crommelynck explains beauty to Jason. She says, “Beauty is immune to definition” (p. 148). She also claims that artists cannot create beauty. Madame Crommelynck further develops this idea when she praises the “Hangman” poem as Jason’s best poem because it “has pieces of truth of [Jason’s] speech impediment” (p. 156). * Mitchell introduces the idea of individual identity versus group identification when Jason explains why he does not publish his poems under his real name. The discussion between Madame Crommelynck and Jason about Jason’s desire for a “double life” refines this idea as Madame Crommelynck tells Jason that his poetry will “stink of falsenesses” if he is not truthful about his identity (p. 154), concluding that “[i]f you still fear to publish in your name, is better not to publish” (p. 156). |

# Vocabulary

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| Vocabulary to provide directly (will not include extended instruction) |
| * None\* |
| Vocabulary to teach (may include direct word work and/or questions) |
| * None\* |
| Additional vocabulary to support English Language Learners (to provide directly) |
| * None\* |

\* Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document: [http://www.engageny.org/sites/default/files/resource/attachments/9-12\_ela\_prefatory\_material.pdf.](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf)

# Lesson Agenda/Overview

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| Student-Facing Agenda | % of Lesson |
| **Standards & Text:**   * Standards: CCRA.R.9, RL.9-10.2, RI.9-10.2, W.9-10.2.a, f * Texts: *Letters to a Young Poet* by Rainer Maria Rilke, “Letter One,” pp. 3–12; *Black Swan Green* by David Mitchell, “Hangman” and “Solarium,” (pp. 24–28, 142–156) |  |
| **Learning Sequence:**   1. Introduction of Lesson Agenda 2. Homework Accountability 3. 9.1.2 End-of-Unit Assessment 4. Closing | 1. 5% 2. 10% 3. 80% 4. 5% |

# Materials

* Copies of the 9.1.2 End-of-Unit Assessment for each student (refer to 9.1.2 Lesson 10)
* Copies of the 9.1.2 End-of-Unit Assessment Text Analysis Rubric and Checklist for each student

# Learning Sequence

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| How to Use the Learning Sequence | |
| Symbol | Type of Text & Interpretation of the Symbol |
| **10%** | **Percentage indicates the percentage of lesson time each activity should take.** |
| No symbol | Plain text indicates teacher action. |
| **Bold text indicates questions for the teacher to ask students.** |
| *Italicized text indicates a vocabulary word.* |
| ⏵ | Indicates student action(s). |
| 🗨 | Indicates possible student response(s) to teacher questions. |
| 🛈 | Indicates instructional notes for the teacher. |

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standards for this lesson: CCRA.R.9, RL.9-10.2, RI.9-10.2, W.9-10.2.a, f. Students spend the majority of this lesson independently completing the End-of-Unit Assessment.

* Students look at the agenda.

Activity 2: Homework Accountability 10%

Ask students to take out their materials for the End-of-Unit Assessment, including the Central Ideas Tracking Tool as well as all notes, annotations, and Quick Writes.

* Students take out their materials for the End-of-Unit Assessment.
* Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

Activity 3: 9.1.2 End-of-Unit Assessment 80%

Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include an introductory statement that introduces the topic of their response, well-organized textual evidence that supports the analysis, and a concluding statement that articulates the information presented in the response. Remind students to use proper grammar, capitalization, punctuation, and spelling.

Instruct students to write a multi-paragraph response to the following prompt:

Identify similar central ideas in *Letters to a Young Poet* and *Black Swan Green*. How do Rilke and Mitchell develop these similar ideas?

Remind students to use their tools, notes, annotated text, and lesson Quick Writes to write their responses. Ask students to use this unit’s vocabulary wherever possible in their written responses. Distribute and review the 9.1.2 End-of-Unit Assessment Text Analysis Rubric. Remind students to use the 9.1.2 End-of-Unit Assessment Text Analysis Rubric to guide their written responses.

* Students listen and read the End-of-Unit Assessment prompt.

Instruct students to use the remaining class period to complete their End-of-Unit Assessment.

* Students independently complete the End-of-Unit Assessment.
* See the High Performance Response at the beginning of the lesson.

Activity 4: Closing 5%

Display and distribute homework assignment. For homework, students should continue to read their AIR texts through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their texts based on that standard.

* Students follow along.

# Homework

Continue to read your Accountable Independent Reading text through the lens of a focus standard of your choice, and prepare for a 3–5 minute discussion of your text based on that standard.

9.1.2 End-of-Unit Text Analysis Rubric / (Total points)

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| **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 analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**  **CCSS.ELA-Literacy.CCRA.R.9**  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | Skillfully analyze how two or more texts address similar themes or topics. | Accurately analyze how two or more texts address similar themes or topics. | Analyze with partial accuracy how two or more texts address similar themes or topics. | Inaccurately analyze how two or more texts address similar themes or topics. |
| **Content and Analysis**  **The extent to which the response determines a central idea of a text and analyzes its development over the course of the text, including how it emerges and is shaped and refined by specific details; provides an objective summary of a text.**  **CCSS.ELA-Literacy.RL.9-10.2**  **CCSS.ELA-Literacy.RI.9-10.2**  Determine a central idea of a text and analyze in detail 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. | Accurately determine the central idea of a text and skillfully analyze its development by providing precise and sufficient examples of the central idea’s emergence and refinement; (when necessary) provide a concise and accurate objective summary of a text. | Determine the central idea of a text and analyze its development by providing relevant and sufficient examples of the central idea’s emergence and refinement; (when necessary) provide an accurate objective summary of a text. | Determine the central idea of a text and analyze with partial accuracy its development by providing relevant but insufficient examples of a central idea’s emergence and refinement; (when necessary) provide a partially accurate and somewhat objective summary of a text. | Inaccurately determine the central idea of a text. Provide no examples or irrelevant and insufficient examples of the central idea’s emergence and refinement; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text. |
| **Coherence, Organization, and Style**  **The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.**  **CCSS.ELA-Literacy.W.9-10.2**  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.  **CCSS.ELA-Literacy.W.9-10.2.a**  Introduce a topic; 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.  **The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**  **CCSS.ELA-Literacy.W.9-10.2.f**  Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | Skillfully introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions.  (W.9-10.2.a)  Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.9-10.2.f) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)  Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f) | Introduce a topic; inconsistently organize complex ideas, concepts, and information, making occasional connections and distinctions.  (W.9-10.2.a)  Provide a concluding statement or section that loosely follows from and partially supports the information or explanation presented. (W.9-10.2.f) | Ineffectively introduce a topic; ineffectively organize ideas, concepts and information, making inaccurate or no connections and distinctions. (W.9-10.2.a)  Provide an ineffective concluding statement or section that does not follow from or support the information or explanation presented. (W.9-10.2.f) |

* 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.

9.1.2 End-of-Unit Text Analysis Checklist

**Assessed Standards:**

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|  | **Does my writing…** | **✔** |
| **Content and Analysis** | Analyze how two or more texts address similar themes or topics? **(CCRA.R.9)** | □ |
|  | Identify a central idea from the text and analyze its development? **(RL.9-10.2, RI.9-10.2)** | □ |
|  | Provide examples of the emergence and refinement of the central idea? **(RL.9-10.2, RI.9-10.2)** | □ |
|  | If necessary, include a brief summary of the text to frame the development and refinement of the central idea?  **(RL.9-10.2, RI.9-10.2)** | □ |
| **Coherence, Organization, and Style** | Introduce a topic? **(W.9-10.2.a)** | □ |
| Organize complex ideas, concepts, and information to make important connections and distinctions? **(W.9-10.2.a)** | □ |
| Provide a concluding statement or section related to the explanation or analysis? **(W.9-10.2.f)** | □ |