

11.4.1 Lesson 13

Introduction

In this lesson, students return to analyzing the 11.4.1 texts for Part 1 of the End-of-Unit Assessment. Students participate in small group discussions, analyzing both texts in this unit: “On the Rainy River” from *The Things They Carried* by Tim O’Brien and “The Red Convertible” from *The Red Convertible* by Louise Erdrich. Students review the texts and complete the 11.4.1 End-of-Unit Evidence Collection Tool before engaging in a text-based discussion. During the discussion, students analyze point of view in each text and discuss how analysis of point of view can help the reader to distinguish between what is stated in the text and what is actually meant. Student learning is assessed via discussion in response to the following prompt: Consider the point of view in each text. Choose evidence from both texts in which what is directly stated differs from what is really meant. Explain what is really meant by the chosen text evidence.

For homework, students review and expand their notes on both texts and review the 11.4 Narrative Writing Rubric and Checklist in preparation for Part 2 of the End-of-Unit Assessment in the following lesson, in which students draft narrative writing pieces. Students also continue Accountable Independent Reading (AIR).

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Standards

Assessed Standard(s)	
RL.11-12.6	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).
SL.11-12.1. a, c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
Addressed Standard(s)	
W. 11-12.9.a	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</p>

Assessment

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Assessment(s)

Student learning is assessed via small group discussion in response to the following prompt.

- Consider the point of view in each text. Choose evidence from both texts in which what is directly stated differs from what is really meant. Explain what is really meant by the chosen text evidence.
- This assessment will be evaluated using the 11.4.1 End-of-Unit Text Analysis Rubric.

High Performance Response(s)

A High Performance Response should:

- Identify evidence in which what is stated differs from what is really meant. For example:
 - “I owned that car along with my brother Stephan. We owned it together until his boots filled with water on a windy night and he bought out my share.” (p. 1)
 - “In the morning, though, I found an envelope tacked to my door. Inside were the four fifties and a two-word note that said EMERGENCY FUND. The man knew.” (p. 51)
- Provide an explanation of what is meant by the stated evidence. For example:
 - At the beginning of “The Red Convertible,” Marty figuratively connects his ownership of the red convertible to his brother’s death when he explains that Stephan “bought out my share” (p. 1). The literal meaning of this statement is not apparent until the end of the story when the reader finds out what happens on the windy night when Stephan “runs over to the river and jumps in” (p. 10) and drowns, “his boots filled with water” (p. 1). Only at this point do readers understand what Marty really means in the introduction of the story when he speaks about his brother buying out his “share” and, then saying, “Now Stephan owns the whole car” (p. 1). Marty, in his grief, cannot help his brother and decides to put the convertible into the river: “I get out, close the door, and watch it plow softly into the water” (p. 10). Stephan, overcome by water, now “owns” the car because his brother cannot keep the car that was meant to help Stephan (p. 1).
 - Labeling the envelope as “EMERGENCY FUND” implies that the money Elroy leaves for the narrator is for any sort of life emergency that could arise (p. 51). Elroy does not write on the envelope that the money is to be used for the narrator’s possible escape to Canada. Yet when the narrator states, “The man knew” he acknowledges that although he and Elroy have never discussed his thoughts about leaving for Canada, Elroy knows the decision the narrator is trying to make, even though he labels the envelope as “EMERGENCY FUND” (p. 51).
- Adhere to the criteria of the 11.4.1 End-of-Unit Text Analysis Rubric and Checklist.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.*
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> 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.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.11-12.6, SL.11-12.1. a, c, W.11-12.9.a Texts: “On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien; “The Red Convertible” from <i>The Red Convertible</i> by Louise Erdrich 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. 11.4.1 End-of-Unit Evidence Collection Tool 4. 11.4.1 End-of-Unit Assessment Part 1: Small-Group Discussion 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 20% 4. 60% 5. 5%

Materials

- Copies of the 11.4.1 End-of-Unit Evidence Collection Tool for each student

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- Copies of the 11.4.1 End-of-Unit Text Analysis Rubric and Checklist for each student

Learning Sequence

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.
	<i>Italicized text indicates a vocabulary word.</i>
►	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: RL.11-12.6 and SL.11-12.1.a, c. In this lesson, students examine both texts from this unit through the lens of point of view and collect evidence to support analysis and reflection during an assessed small group discussion. This is part 1 of the End-of-Unit Assessment.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Continue to revise your narrative writing piece based on peer feedback, and come to class prepared to discuss 1-2 revisions.) Instruct students to form pairs and share 1-2 revisions based on their peer review and alignment to W.11-12.3.b. Instruct students to submit their revised narrative writing pieces after their discussion.

- Student responses will vary depending on their narrative writing piece. Students should use the language of W.11-12.3.b in their discussion.

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- **Differentiation Consideration:** Consider reminding students to use the relevant portions of the 11.4 Narrative Writing Rubric and Checklist to guide their discussions if necessary.
 - Collect students' narrative writing and keep the writing for student use in 11.4.2. Consider using a class blog as a repository for students' narrative writing over the course of the module.
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Instruct students to talk in pairs about how they applied a focus standard to their AIR texts. Select several students (or student pairs) to explain how they applied a focus standard to their AIR texts.

- Students (or student pairs) discuss and share how they applied a focus standard to their AIR texts from the previous lesson's homework.

Activity 3: 11.4.1 End-of-Unit Evidence Collection Tool

20%

Display and distribute the 11.4.1 End-of-Unit Evidence Collection Tool. Explain to students that this tool is used to guide their discussion in the following assessment activity.

- Students follow along.

Instruct students to independently review both texts from this unit, "On the Rainy River" and "The Red Convertible," and record evidence and analysis in response to the following discussion prompt:

Consider the point of view in each text. Choose evidence from both texts in which what is directly stated differs from what is really meant. Explain what is really meant by the chosen text evidence.

- Students independently review their texts and complete the 11.4.1 End-of-Unit Evidence Collection Tool.
- See the Model 11.4.1 End-of-Unit Evidence Collection Tool at the end of this lesson.
- This activity supports students' engagement with W.11-12.9.a, which addresses the use of textual evidence in writing.
- **Differentiation Consideration:** Consider modeling the 11.4.1 End-of-Unit Evidence Collection Tool to support student understanding during this activity.

Activity 4: 11.4.1 End-of-Unit Assessment Part 1: Small-Group Discussion

60%

Instruct students to form small groups to discuss their responses to the following prompt:

Consider the point of view in each text. Choose evidence from both texts in which what is directly stated differs from what is really meant. Explain what is really meant by the chosen text evidence.

Encourage students to consider points of agreement or disagreement with other students and how the evidence and reasoning presented by other students challenge or affirm the observations they generated independently. Distribute the 11.4.1 End-of-Unit Text Analysis Rubric and Checklist and remind students to use the rubric and checklist to guide their discussion.

- Students should reference the 11.4.1 End-of-Unit Text Analysis Rubric and Checklist to ensure they are practicing the skills outlined in SL.11-12.1.a, c during this discussion.
 - Students form small groups to discuss their responses to the prompt.
 - See the High Performance Response at the beginning of this lesson.

Instruct students to form pairs and briefly discuss how their opinions were challenged or verified through discussion, or if they made new connections in light of the evidence and reasoning presented during the discussion.

- Student pairs discuss how their opinions were challenged or verified through discussion, and any new connections they made during the discussion.

Activity 5: Closing

5%

Display and distribute the prompt for Part 2 of the End-of-Unit Assessment:

Consider another character's point of view in either "On the Rainy River" or "The Red Convertible" and retell a key scene from either text through that character's point of view.

Explain to students that in the next lesson they will begin Part 2 of the End-of-Unit Assessment by brainstorming and drafting a narrative writing piece. Students will continue to review, revise, and expand their narrative writing pieces in subsequent lessons.

Display and distribute the homework assignment. For homework, instruct students to review and expand their notes from both "On the Rainy River" and "The Red Convertible" in preparation for Part 2 of the End-of-Unit Assessment. Additionally, remind students to review the W.11-12.3.a and W.11-12.3.b portions of the 11.4 Narrative Writing Rubric and Checklist.

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Students also 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

Review and expand your notes from “On the Rainy River” and “The Red Convertible” in preparation for drafting narrative writing pieces in Part 2 of the End-of-Unit Assessment in the following lesson.

Review the W.11-12.3.a and W.11-12.3.b portions of the 11.4 Narrative Writing Rubric and Checklist.

Also, continue reading 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.

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11.4.1 End-of-Unit Evidence Collection Tool

Name :		Class :		Date :	
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Directions: Use this tool to collect and identify evidence in preparation for the End-of-Unit Assessment Part 1: Small Group Discussion. Review both texts and include at least 4 pieces of evidence (2 from each text), in which what is directly stated differs from what is really meant. Explain what is really meant by the chosen text evidence.

Point of View	Evidence (What Is Stated)	Explanation (What Is Really Meant)

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Model 11.4.1 End-of-Unit Evidence Collection Tool

Name :		Class :		Date :	
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Directions: Use this tool to collect and identify evidence in preparation for the End-of-Unit Assessment Part 1: Small-Group Discussion. Review both texts and include at least 4 pieces of evidence (2 from each text) in which what is directly stated differs from what is really meant. Explain what is really meant by the chosen text evidence.

Point of View	Evidence (What Is Stated)	Explanation (What Is Really Meant)
Tim O'Brien (narrator)	"In the morning, though, I found an envelope tacked to my door. Inside were the four fifties and a two-word note that said EMERGENCY FUND. The man knew" (p. 51).	Elroy labels the envelope "EMRGENCY FUND," implying that the money is for any sort of life emergency that could arise (p. 51). Elroy does not write on the envelope that the money is to be used for the narrator's possible escape to Canada. Yet when the narrator states, "The man knew," he acknowledges that although he and Elroy have never discussed his thoughts about leaving for Canada, Elroy knows the decision the narrator is trying to make, even though he labels the envelope as "EMERGENCY FUND" (p. 51).

Marty (narrator)	"I got his picture out and tacked it on my wall. I felt good about Stephan at the time, close to him ... I don't know what it was but his smile had changed. Or maybe it was gone ... We put the picture in a bag and folded the bag over and over and put the picture way back in a closet" (p. 7).	In this portion of text, Marty reflects on the story he tells in "The Red Convertible" and expresses sorrow about the death of his brother on the day the photograph was taken. Marty says that "[Stephan's] smile had changed" in the photograph and after looking at it Marty "was shaking" (p. 7). Marty does not destroy the photograph, he just "put the picture way back in a closet" (p. 7). This demonstrates that the memories of Stephan are too painful to confront and Marty has not forgiven himself for the death of his brother.
Tim O'Brien (narrator)	"I was a coward. I went to the war" (p. 58).	The narrator uses irony in these statements, knowing that those who go to war are typically regarded as heroes, but he perceives himself as a "coward" (p. 58) for abandoning his "convictions" (p. 39).

Marty (narrator)	<p>“I owned that car along with my brother Stephan. We owned it together until his boots filled with water on a windy night and he bought out my share” (p. 1).</p>	<p>At the beginning of “The Red Convertible,” Marty figuratively connects his ownership of the red convertible to his brother’s death when he explains that Stephan “bought out my share” (p. 1). The literal meaning of this statement is not apparent until the end of the story when the reader finds out what happens on the windy night when Stephan “runs over to the river and jumps in” (p. 10) and drowns, “his boots filled with water” (p. 1). Only at this point do readers understand what Marty really means in the introduction of the story when he speaks about his brother buying out his “share” and, then saying, “Now Stephan owns the whole car” (p. 1). Marty, in his grief, cannot help his brother and decides to put the convertible into the river: “I get out, close the door, and watch it plow softly into the water” (p. 10). Stephan, overcome by water, now “owns” the car because his brother cannot keep the car that was meant to help Stephan (p. 1).</p>
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Tim O'Brien (narrator)	<p>"If they needed fresh bodies, why not draft some back-to-the-stone-age hawk? Or some dumb jingo in his hard hat and Bomb Hanoi button, or one of LBJ's pretty daughters, or Westmoreland's whole handsome family—nephews and nieces and baby grandson" (p. 40).</p>	<p>Although the narrator in this excerpt sarcastically suggests that the military draft should include the president's daughters and even an infant, in reality he does not mean these statements. He is trying to make a point that policy makers should feel the pain and impact of the decisions they make. He makes his point of view clear when he says, "There should be a law ... If you support a war ... you have to put your own precious fluids on the line" (p. 40).</p>
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11.4.1 End-of-Unit Text Analysis Rubric

____ / ____ (Total points)

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 a point of view by distinguishing what is directly stated in a text from what is really meant. CCSS.ELA-Literacy.RL.11-12.6 Analyze 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).	Skillfully analyze a point of view by precisely distinguishing what is directly stated in a text from what is really meant.	Accurately analyze a point of view by accurately distinguishing what is directly stated in a text from what is really meant.	Somewhat effectively analyze a point of view by distinguishing with partial accuracy what is directly stated in a text from what is really meant.	Ineffectively analyze a point of view by inaccurately distinguishing what is directly stated in a text from what is really meant.

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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:
<p>Command of Evidence and Reasoning</p> <p>The extent to which the speaker demonstrates preparation for the discussion by explicitly drawing on evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.11-12.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>The extent to which the speaker propels conversations by posing and</p>	<p>Demonstrate thorough preparation for the discussion by explicitly drawing on precise and sufficient evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1.a)</p> <p>Skillfully propel conversations by consistently posing and responding to questions that probe reasoning and evidence; actively ensure a hearing for a full range of positions on a topic or issue; consistently clarify, verify, or challenge ideas and conclusions; and actively promote divergent and creative perspectives. (SL.11-12.1.c)</p>	<p>Demonstrate preparation for the discussion by explicitly drawing on relevant and sufficient evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1.a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (SL.11-12.1.c)</p>	<p>Demonstrate partial preparation for the discussion by inconsistently drawing on relevant or sufficient evidence from texts and other research on the topic or issue, occasionally stimulating a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1.a)</p> <p>Somewhat effectively propel conversations by inconsistently posing and responding to questions that probe reasoning and evidence; occasionally ensure a hearing for a full range of positions on a topic or issue; inconsistently clarify, verify, or challenge ideas and conclusions; and occasionally promote divergent and creative perspectives. (SL.11-12.1.c)</p>	<p>Demonstrate a lack of preparation for the discussion by rarely drawing on relevant or sufficient evidence from texts and other research on the topic or issue, rarely stimulating a thoughtful or well-reasoned exchange of ideas. (SL.11-12.1.a)</p> <p>Ineffectively propel conversations by rarely posing or responding to questions that probe reasoning and evidence; rarely ensure a hearing for a full range of positions on a topic or issue; rarely clarify, verify, or challenge ideas and conclusions; and prevent divergent and creative perspectives. (SL.11-12.1.c)</p>

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- 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.

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11.4.1 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my response...	✓
Content and Analysis	Distinguish what is directly stated in a text from what is really meant? (RL.11-12.6)	<input type="checkbox"/>
	Determine and analyze an author's point of view in a text? (RL.11-12.6)	<input type="checkbox"/>
Command of Evidence and Reasoning	Explicitly draw on evidence from texts and other research on the topic or issue? (SL.11-12.1.a)	<input type="checkbox"/>
	Pose and respond to questions that probe reasoning and evidence? (SL.11-12.1.c)	<input type="checkbox"/>
	Ensure a hearing for a full range of positions on a topic or issue? (SL.11-12.c)	<input type="checkbox"/>
	Clarify, verify, or challenge ideas and conclusions? (SL.11-12.1.c)	<input type="checkbox"/>
	Promote divergent and creative perspectives? (SL.11-12.1.c)	<input type="checkbox"/>

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