

11.4.2 Lesson 21

Introduction

In this lesson, students analyze the entire text of *The Awakening* in preparation for the End-of-Unit Assessment in the following lesson. Students work in pairs to identify evidence to support a claim in response to the End-of-Unit Assessment prompt: Who or what bears the most responsibility for the tragic conclusion of *The Awakening*? Student analysis focuses on identifying characters or societal expectations that are responsible for the tragic conclusion of the text using the 11.4.2 End-of-Unit Evidence Collection Tool. Next, students independently decide which character or societal expectation is most responsible for the tragic conclusion before engaging in small-group discussions to share analysis and evidence. Student learning is assessed via the 11.4.2 End-of-Unit Evidence Collection Tool.

For homework, students organize, expand, and revise their notes in preparation for the End-of-Unit Assessment in the following lesson. Additionally, students review the 11.4.2 End-of-Unit Text Analysis Rubric and Checklist.

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Standards

Assessed Standard(s)	
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.11-12.3	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 are introduced and developed).
W.11-12.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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").
Addressed Standard(s)	
SL.11-12.1.a, c, d	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. 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. 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. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Assessment

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Assessment(s)

Student learning is assessed via the 11.4.2 End-of-Unit Evidence Collection Tool. Students identify and analyze evidence for possible characters and societal expectations that are to blame for the tragic conclusion of *The Awakening*.

High Performance Response(s)

A High Performance Response should:

- Identify evidence for possible characters and societal expectations that are to blame for the tragic conclusion (e.g., “[Mr. Pontellier] added, looking at his wife as one looks at a valuable piece of personal property which has suffered some damage” (p. 4); “‘I am no longer one of Mr. Pontellier’s possessions to dispose of or not. I give myself where I choose’” (p. 119)).
- Analyze why the chosen characters and/or societal expectations are to blame for the tragic conclusion (e.g., Societal expectations concerning marriage are to blame for the tragic conclusion of *The Awakening* because Edna is a victim of the marital expectations of her society. Her husband considers her “personal property” (p. 4), making her his possession. Edna tries to rid herself of this expectation by acting on her own free will, even telling Robert, the man she loves, “‘I am no longer one of Mr. Pontellier’s possessions to dispose of or not. I give myself where I choose’” (p. 119). However, in the end, Robert does not accept Edna because of her disregard for societal expectations, and Edna realizes Robert will “never understand” (p. 128). Edna cannot escape the “arbitrary conditions” society has placed on women (p. 123). The life and identity she desires are outside the acceptable societal roles of a wife and, therefore, societal expectations concerning marriage cause Edna to give up and are to blame for the tragic conclusion.).

Vocabulary

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

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.11-12.2, RL.11-12.3, W.11-12.9.a, SL.11-12.1.a, c, d Text: <i>The Awakening</i> by Kate Chopin 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Evidence Collection Tool 4. Small Group Discussion 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 40% 4. 40% 5. 5%

Materials

- Copies of the 11.4.2 End-of-Unit Evidence Collection Tool for each student
- Student copies of the 11.4 Speaking and Listening Rubric and Checklist (refer to 11.4.1 Lesson 3)
- Copies of the 11.4.2 End-of-Unit Text Analysis Rubric and Checklist for each student

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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.11-12.2, RL.11-12.3, and W.11-12.9.a. In this lesson, students review the entirety of *The Awakening* to develop a claim in response to the End-of-Unit Assessment prompt. Student analysis and discussion focus on who or what bears the most responsibility for the tragic conclusion of *The Awakening*.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied a focus standard to their Accountable Independent Reading (AIR) texts. Select several students (or student pairs) to explain how they applied a focus standard to their AIR texts.

- Student pairs discuss and share how they applied a focus standard to their AIR texts from the previous lesson's homework.

Instruct students to take out their narrative writing pieces from the previous lesson's homework assignment. (Continue to revise your narrative writing piece, based on peer feedback, and come to class prepared to share 1-2 revisions.). Instruct student pairs to

discuss their revisions and how they incorporated the skills of W.11-12.3.e in their narrative writing pieces.

Instruct students to submit their revised narrative writing pieces after their discussion.

- Student revisions will vary by depending on their narrative writing. Students should use the language of W.11-12.3.e in their discussion.

Activity 3: 11.4.2 End-of-Unit Evidence Collection Tool

40%

Instruct students to stay in pairs and display and distribute the 11.4.2 End-of-Unit Evidence Collection Tool. Inform students that this tool is used to record their insight and evidence in preparation for the End-of-Unit Assessment small-group discussion in the following lesson.

Post or project the End-of-Unit Assessment prompt:

Who or what bears the most responsibility for the tragic conclusion of *The Awakening*?

- Display the prompt for students to see, or provide the prompt in hard copy.
 - Students read the End-of-Unit Assessment prompt and examine the 11.4.2 End-of-Unit Evidence Collection Tool.

Answer any questions students may have regarding the 11.4.2 End-of-Unit Evidence Collection Tool. Instruct students to identify 3-4 possible characters or societal expectations that are to blame for the tragic conclusion of *The Awakening*, cite evidence to support their decisions, and include a brief analysis of the evidence and how each character or societal expectation is to blame for the tragic conclusion.

- Students ask questions and listen.
- **Differentiation Consideration:** Consider modeling a portion of the Model 11.4.2 End-of-Unit Evidence Collection Tool to support student understanding.

Instruct student pairs to begin discussion and evidence collection. Remind students to record their findings on the 11.4.2 End-of-Unit Evidence Collection Tool, which is the assessment for this lesson.

- Student pairs discuss and review *The Awakening*, recording evidence on their 11.4.2 End-of-Unit Evidence Collection Tools.
- See the Model 11.4.2 End-of-Unit Evidence Collection Tool for potential student responses.
- **Differentiation Consideration:** Consider instructing students to use their completed Central Ideas Tracking Tools as an additional resource during this activity.

Lead a brief whole-class discussion of student responses.

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Activity 4: Small Group Discussion

40%

Explain to students that in this small group discussion, each group is composed of students who share the same character or societal expectation that is to blame for the tragic conclusion. Instruct students to review their 11.4.2 End-of-Unit Evidence Collection Tool and decide, based on their evidence, who or what they think bears the most responsibility for the tragic conclusion of *The Awakening*.

- Students review their tools and decide who or what is responsible for the tragic conclusion.

Instruct students to form small groups based on the specific character or societal expectation they determined was most at fault for the tragic conclusion in *The Awakening*.

- Students form small groups.

Instruct student groups to exchange and record the ideas, evidence, and notes from their discussions on their copy of 11.4.2 End-of-Unit Evidence Collection Tool. Encourage students to return to the text and find new evidence to support their claim. Remind students their End-of-Unit Assessment will be an articulation of their claim during a small-group discussion.

Instruct students to use the relevant portions of the 11.4 Speaking and Listening Rubric and Checklist to guide their discussion.

- Consider reminding students of their previous work with SL.11-12.1.a, as this discussion requires that students have come to class having read the material and asks them to explicitly draw on evidence from the text to support their discussion.
- Consider reminding students of their previous work with SL.11-12.1.c, as this discussion requires that students pose and respond to questions, and qualify or justify their own points of agreement and disagreement with other students.
- Consider reminding students of their previous work with SL.11-12.1.d, as this discussion requires that students seek to understand and respond thoughtfully to diverse perspectives in order to deepen the investigation of their claim and observations.
 - Student groups discuss and share evidence, noting their ideas on their copies of 11.4.2 End-of-Unit Evidence Collection Tool.

Lead a brief whole-class discussion of students' work on their 11.4.2 End-Of Unit Evidence Collection Tools. Ask students to look at their responses from their tools and discuss the following question:

Who or what bears the most responsibility for the tragic conclusion of *The Awakening*?

- See Model 11.4.2 End-of-Unit Evidence Collection Tool at the end of this lesson.

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Inform students that they have the opportunity to continue to add to their 11.4.2 End-of-Unit Evidence Collection Tools for homework.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to organize, expand, and revise their notes from *The Awakening* to prepare for the End-of-Unit Assessment in the following lesson. Remind students to add to their 11.4.2 End-of-Unit Evidence Collection Tools from this lesson.

Display and distribute the 11.4.2 End-of-Unit Text Analysis Rubric and Checklist and answer student questions about the rubric and checklist.

- Students follow along.
- To prepare for the End-of-Unit Assessment in the following lesson, consider grouping students with different claims together to ensure that each group has a range of possible claims.

Homework

Organize, expand, and revise your notes from *The Awakening* in preparation for the End-of-Unit Assessment. Remember to add to your 11.4.2 End-of-Unit Evidence Collection Tools as you expand your notes. Additionally, review the 11.4.2 End-of-Unit Text Analysis Rubric and Checklist.

11.4.2 End-of-Unit Evidence Collection Tool

Name :		Class :		Date :	
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Directions: Use this tool to identify evidence in preparation for the End-of-Unit Assessment small group discussion in response to the following prompt: Who or what bears the most responsibility for the tragic conclusion of *The Awakening*? Review *The Awakening* to identify characters or societal expectations responsible the conclusion tragic conclusion, cite evidence, and analyze how the identified character or societal expectation bears responsibility for the conclusion's tragedy.

Character/ Societal Expectation	Evidence	Responsibility for the Tragic Conclusion

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Model 11.4.2 End-of-Unit Evidence Collection Tool

Name :		Class :		Date :	
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Directions: Use this tool to identify evidence in preparation for the End-of-Unit Assessment small group discussion in response to the following prompt: Who or what bears the most responsibility for the tragic conclusion of *The Awakening*? Review *The Awakening* to identify characters or societal expectations responsible for the tragic conclusion, cite evidence, and analyze how the identified character or societal expectation bears responsibility for the conclusion's tragedy.

Character/ Societal Expectation	Evidence	Responsibility for the Tragic Conclusion
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<p>Societal expectations concerning marriage</p>	<p>“[Mr. Pontellier] added, looking at his wife as one looks at a valuable piece of personal property which has suffered some damage” (p. 4).</p> <p>“Mrs. Pontellier was not a mother-woman ... They were women who, worshiped their husbands, and esteemed it a holy privilege to efface themselves as individuals” (p. 10).</p> <p>“That is, he could not see that she was becoming herself and daily casting aside that fictitious self which we assume like a garment with which to appear before the world” (p. 64).</p> <p>“And Nature takes no account of moral consequences, of arbitrary conditions which we create” (p. 123).</p> <p>“Because you were not free; you were Léonce Pontellier’s wife” (p. 119).</p> <p>“I am no longer one of Mr. Pontellier’s possessions to dispose of or not. I give myself where I choose” (p. 119).</p>	<p>Societal expectations concerning marriage are to blame for the tragic conclusion of <i>The Awakening</i> because Edna is a victim of the marital expectations of her society. Her husband considers her to be his “personal property” or possession (p. 4). Mrs. Pontellier was not a “mother-woman” as she does not fit the ideal mold of a wife in her society because she does not “worship[] [her] husband[]” (p. 10). Edna tries to “cast[] aside that fictitious self ... with which to appear before the world” and free herself of these expectations by acting on her own free will (p. 64). She even tells Robert, the man she loves, “I am no longer one of Mr. Pontellier’s possessions to dispose of or not. I give myself where I choose” (p. 119). However, in the end, Robert does not accept her because of her disregard for societal expectations. Edna realizes Robert will “never understand” (p. 128). Edna cannot escape the “arbitrary conditions” (p. 123) society has placed on women. The life and identity she desires are outside the acceptable societal roles of a wife and, therefore, cause her tragic downfall.</p>
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<p>Societal expectations concerning “mother-women” (p. 10)</p>	<p>“Mrs. Pontellier was not a mother-woman ... They were women who idolized their children, worshiped their husbands, and esteemed it a holy privilege to efface themselves as individuals” (p. 10).</p> <p>“All along the journey homeward [the children’s] presence lingered with her like the memory of a delicious song. But by the time she had regained the city the song no longer echoed in her soul” (p. 105).</p> <p>“Think of the children, Edna. Oh think of the children!” (p. 122).</p> <p>“She meant to think of [the children]; that determination had driven into her soul like a death wound—but not to-night” (p. 124).</p> <p>“[Edna] would give up the unessential, but [Edna] would never sacrifice herself for her children” (p. 126).</p> <p>“The children appeared before her like antagonists who had overcome her; who had overpowered and sought to drag her into the soul’s slavery for the rest of her days” (p. 127).</p>	<p>Societal expectations concerning “mother-women” are to blame for the tragic conclusion of <i>The Awakening</i> (p. 10). Edna’s responsibility as a mother is not her top priority and when she leaves the children with her mother-in-law, their memory “no longer echoed in her soul” (p. 105). Edna makes it clear she takes her responsibility seriously and that her consideration of her children “[drove] into her soul like a death wound” (p. 124). Thus, Edna does not feel her role as a mother is insignificant, but she also cannot reconcile the responsibility of her children with her true desires for independence in her identity. In other words, she “would never sacrifice herself for her children” (p. 126). In the end, Edna thinks of her children as “antagonists” who try to “drag her into the soul’s slavery” (p. 127). Edna cannot be a mother to her children in the way society demands of her and live the life she wants; therefore, society’s expectations of “mother-women” are most responsible for the tragic conclusion (p.10).</p>
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Robert	<p>“There came over her the acute longing which always summoned into her spiritual vision the presence of the beloved one, overpowering her at once with a sense of the unattainable” (p. 98).</p> <p>“Her seductive voice, together with his great love for her, had enthralled his senses, had deprived him of every impulse but the longing to hold her and keep her” (p. 120).</p> <p>“There was no human being whom she wanted near her except Robert; and she even realized that the day would come when he, too, and the thought of him would melt out of her existence” (p. 127).</p> <p>“[Robert] did not know; he did not understand. He would never understand” (p. 128).</p>	<p>Robert bears the most responsibility for the tragic conclusion of <i>The Awakening</i>. Though Edna and Robert are in love and Robert is “enthralled” and “long[s]” (p. 120) for Edna, he still cannot understand her position as an individual and not a piece of “personal property” (p. 4). Edna clearly states in the conclusion that she wanted no one “except Robert,” but even with their love it would be not enough to sustain them and he would “melt out of existence” like all the other men in her life (p. 127). Robert “did not understand” (p. 128) who Edna was and merely wanted her as his possession or “to keep her” (p. 120) as his wife. If Robert had not left and had attempted to understand Edna beyond her “seductive voice” she may not have felt so isolated and would not gone back to Grand Isle for her final swim (p. 120).</p>
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Edna	<p>“The past was nothing to her; offered no lesson which she was willing to heed. The future was a mystery which she never attempted to penetrate. The present alone was significant” (p. 51).</p> <p>““You [Edna] seem to act without a certain amount of reflection which is necessary in this life”” (p. 106).</p> <p>““I give myself where I choose”” (p. 119).</p> <p>“I’m not going to be forced into doing things ... There are periods of despondency and suffering which take possession of me. But I don’t want anything but my own way” (p. 123).</p>	<p>Edna bears the most responsibility for the tragic conclusion of <i>The Awakening</i>. By the end of <i>The Awakening</i>, Edna understands herself as an individual with the ability to make her own decisions and ““give [her]self where [she] choose[s]”” (p. 119). Edna did not have to go back to Grand Isle; she could have stayed in the pigeon house because she clearly states, ““I’m not going to be forced into doing things”” (p. 123). Edna has ceased to be property and has power over her own future but she does not choose to use this power properly. For Edna “the present alone was significant” and she does not have consideration of the future, which she considers “a mystery” (p. 51). Edna admits that she has emotional trials or ““periods of despondency and suffering”” but she could have done more to dispel these feelings such as talking to Doctor Mandelet who understood her position and offered to “help [Edna]” (p. 123). Therefore, it is Edna and Edna alone who is directly responsible for the tragic conclusion.</p>
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11.4.2 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:
<p>Content and Analysis The extent to which the response determines two or more central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another; and provides an objective summary of a text.</p> <p>CCSS.ELA-Literacy.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.</p>	Precisely determine two or more central ideas of a text and skillfully analyze their development by providing precise and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide a concise and accurate objective summary of a text.	Accurately determine two or more central ideas of a text and accurately analyze their development by providing relevant and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide an accurate objective summary of a text.	Determine two central ideas of a text and with partial accuracy, analyze their development by providing relevant but insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a partially accurate and somewhat objective summary of a text.	Fail to determine at least two central ideas of a text or inaccurately determine the central ideas of a text. Provide no examples or irrelevant and insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text.

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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 the impact of the author's choices regarding how to develop and relate elements of a story. CCSS.ELA-Literacy.RL.11-12.3 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 are introduced and developed).	Skillfully analyze the impact of the author's choices regarding how to develop and relate elements of a story.	Accurately analyze the impact of the author's choices regarding how to develop and relate elements of a story.	With partial accuracy, analyze the impact of the author's choices regarding how to develop and relate elements of a story.	Inaccurately analyze the impact of the author's choices regarding how to develop and relate elements of a story.

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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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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Collaboration and Presentation The extent to which the speaker addresses diverse perspectives; synthesizes comments, claims, and evidence made on all sides of an issue; resolves contradictions when possible; and determines what additional information or research is required to deepen the investigation or complete the task.</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.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or</p>	<p>Skillfully address diverse perspectives; skillfully synthesize comments, claims, and evidence made on all sides of an issue; frequently resolve contradictions when possible; and precisely determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)</p>	<p>Effectively address diverse perspectives; accurately synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and accurately determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)</p>	<p>Somewhat effectively address diverse perspectives; with partial accuracy, synthesize comments, claims, and evidence made on all sides of an issue; occasionally resolve contradictions when possible; and determine with partial accuracy what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)</p>	<p>Ineffectively address diverse perspectives; inaccurately synthesize comments, claims, and evidence made on all sides of an issue; rarely resolve contradictions when possible; and inaccurately determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)</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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11.4.2 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my response...	✓
Content and Analysis	Identify two or more central ideas from the text and analyze their development? (RL.11-12.2)	<input type="checkbox"/>
	Provide examples to support analysis of how the central ideas interact and build on one another? (RL.11-12.2)	<input type="checkbox"/>
	If necessary, include a brief summary of the text to frame the development of the central ideas? (RL.11-12.2)	<input type="checkbox"/>
	Analyze the impact of the author's choices regarding how to develop and relate the elements of a story or drama? (RL.11-12.3)	<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"/>
Collaboration and Presentation	Respond to diverse perspectives? (SL.11-12.1.d)	<input type="checkbox"/>
	Synthesize comments, claims, and evidence made on all sides of an issue? (SL.11-12.1.d)	<input type="checkbox"/>
	Resolve contradictions when possible? (SL.11-12.1.d)	<input type="checkbox"/>
	Determine what additional information or research is required to deepen the investigation or complete the task? (SL.11-12.1.d)	<input type="checkbox"/>

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