

Unit Title (theme or topic): The Changing American Family

Learning Goal (standards): *Students will read related texts closely to determine not only what the texts say explicitly, but also draw conclusions about them, citing specific textual evidence to support their conclusions. Students will determine central ideas and themes, construct summaries, and analyze how and why individuals, events, and ideas develop and interact over the course of the text. Students will write informative or explanatory texts to convey these complex ideas clearly and accurately.*

Unit Assessment/Culminating Task (beginning with the end in mind):

*Students will **write an explanatory text** to examine and convey complex ideas and information related to the **changing American family**, effectively selecting, organizing, and analyzing content.*

Lesson	Design Question (Learning Targets or LEQs to drive the Desired Effects)	Materials/ Assignments	Instructional Strategies/Desired Effects
1.1	<p>DQ 2: Helping students interact with new knowledge</p> <p>Students will be able to read a text closely and answer comprehension questions with answers supported by evidence.</p> <p>Students will be able to recognize themes consistent across multiple pieces.</p>	<p>[Lesson Activators A, B, and C] Song Lyrics:</p> <ul style="list-style-type: none">• “Dear Mama,” Tupac• “Cat’s in the Cradle,” Harry Chapin <p>“Hard Questions” Keynote/Anticipation Guide</p>	<p>Identify critical content/preview new content</p> <ul style="list-style-type: none">• Read and annotate (with metacognitive markers – teacher assigned or collaboratively assigned) the song lyrics• Guiding Questions for the teacher<ul style="list-style-type: none">○ What happens in this song?○ What specific details are most important to cite?○ What is the setting (time, place, atmosphere)?○ Who is involved? What do they say? What do they do, think, and feel?○ Which parts of the text are ambiguous or vague?• Anticipation Guide:<ul style="list-style-type: none">○ Classroom activity: “Yes or No” – Have students respond to these questions kinesthetically by walking to one side of the room or the other depending on their yes or no answers, OR○ Canvas “Quiz” with data analysis
1.2	<p>DQ 2: Helping students interact with new knowledge</p> <p>Students will be able to identify and explain explicit information from a given text, such as evidence, theme, individuals, ideas, or events when engaged in reading, writing, listening, and speaking.</p>	<ul style="list-style-type: none">• “Changing American Family” PowerPoint• SIRS Knowledge Source Article: “The Rapidly Changing American Family: What Was Once Thought of As a Typical Household Is Being Redefined” Natalie Angier	<p>Processing new content Graphic Organizer</p> <ul style="list-style-type: none">• K, L, and R– List all of the major points from the PowerPoint on a handout. Have students write what they already know about that topic on the left, and then AFTER the teacher presents the information, have the students fill in what they’ve learned on the right. Then students will reflect on their learning and draw conclusions.• Answer Critical Reading Questions:

			<p>Informational Text</p> <ul style="list-style-type: none"> ○ What is the subject—and what does the text say about that? ○ Which specific details are most important to cite? ○ What is the setting (time, place, atmosphere)? ○ Who is involved? What do they say, do, think, and feel? ○ Which parts of the text are ambiguous or vague? <p>Recording and representing new knowledge</p> <ul style="list-style-type: none"> • Graphic Organizer: What does the text say explicitly? What inferences can be drawn from the text? Scaffolding – (Guided) Teacher will identify three – five significant quotes from the text. The student will determine what inference that evidence can support.
1.3	<p>DQ 2: Helping students interact with new knowledge</p> <p>Students will be able to expand upon, elaborate on, or make inferences about what was explicitly taught or read.</p>	<ul style="list-style-type: none"> • “The Rapidly Changing American Family: What Was Once Thought of As a Typical Household Is Being Redefined” Natalie Angier 	<p>Elaborate on New Information</p> <ul style="list-style-type: none"> • Sentence frames: Students will use sentence frames to construct theme statements in order to analyze the development of the central theme (specifically, the changing American family). <p>Student-centered discussion, OR Canvas discussion</p> <ul style="list-style-type: none"> • Begin with reflection: Ask students to reflect on their learning, tell what they think, identify a specific quote or statistic that stands out (teacher should prepare reflection as well) • Have students lead discussion, with teacher assistance, and build upon what other students say, provide textual evidence to support their arguments <p>Summarizing: On the Hot Seat</p> <ul style="list-style-type: none"> • Place Post-Its under one or more chairs in the classroom • Invite students seated in the “hot seats” to provide a summary for the content of the PowerPoint and article, suggest implications of information to their families, their community, and society as a whole

1.4	<p>DQ3- Helping students practice and deepen learning</p> <p>Students can use text that they have read closely in order to construct more complex learning, deepening their knowledge of content in order to make connections and draw conclusions.</p>	<p>YouTube playlist: http://bit.ly/1iX0aD3 (this playlist includes broken links... fix this! Try embedding Vimeo?)</p> <ul style="list-style-type: none"> • Various clips from classic television shows, like <i>Leave it to Beaver</i>, <i>I Love Lucy</i>, <i>All in the Family</i>, <i>The Jeffersons</i>, <i>The Brady Bunch</i>, <i>The Cosby Show</i>, <i>Parenthood</i>, and <i>Modern Family</i> <p>SIRS Knowledge Source Articles:</p> <ul style="list-style-type: none"> • “Family Matters” by Matthew Gilbert • “Cheerios Stands by TV Ad Showing Mixed-Race Family” Leanne Italie • “Dads Adding New Roles, but Moms Still Bear Load” Leslie Mann • “Hope, Money and the Rise in Single Motherhood” Lane Anderson 	<p>Examining similarities and differences: Graphic Organizer</p> <ul style="list-style-type: none"> • As students watch the videos, have them collect information about each family: marriage, family, power, gender roles, social class and economic status. <p>Revising Knowledge: Constructing Theme Statements</p> <ul style="list-style-type: none"> • Based on their observations, have students construct theme statements to articulate how changes in the American family are represented in popular television. <p>Recording and Representing Knowledge Timeline</p> <ul style="list-style-type: none"> • Have students construct a timeline (non-linguistic representation) of how the American family has changed over time (as represented through data AND through popular television). <p>Practicing Skills, Strategies, and Processes Construct Themes/Summaries</p> <ul style="list-style-type: none"> • Have students read and annotate the articles here, then complete the “What does the text say? (Student makes inferences) / What evidence from the text supports these inferences?” worksheet. • Have students determine words, phrases, or images that might signal the central idea, then construct theme statements based on what they’ve read • Have students write summaries in different modes for each article: in a presentation slide, Tweets, lists, index cards, 25 or 50 word maximum <p>Revising Knowledge</p> <ul style="list-style-type: none"> • Have students record a podcast-style lesson in which they present their findings
1.5	<p>DQ3: Helping students practice and deepen learning</p> <p>Students can use text that they have read closely in order to construct more complex learning, deepening their</p>	<ul style="list-style-type: none"> • “The Black Walnut Tree” Mary Oliver • “My Papa’s Waltz” Theodore Roethke 	<p>Need a transition assignment/task to transition to literary text from informational text</p> <p>Read and annotate SOAPSTone handout? TP-CASTT?</p> <p>Respond to the LEQ in a Canvas discussion or backchannel: How do Oliver and Roethke explore themes about marriage and family in their poems? How do other authors explore themes about marriage and</p>

	knowledge of content in order to make connections and draw conclusions.		family?
1.6	<p>DQ 2: Helping students interact with new knowledge</p> <p>Students will be able to read a text closely and answer comprehension questions with answers supported by evidence.</p> <p>Students will be able to construct theme statements consistent across multiple genres.</p>	<p>New York Times <i>Death of a Salesman</i> Resources http://nyti.ms/1m2awSG</p> <p>Specifically: “Searching for the Life of a Salesman” Patrick Healy “Salesman” Comes Calling, Right On Time Charles Isherwood Do ALL Parents Love One Child More? Lisa Belkin Harder for Americans to Rise from Lower Rungs Jason DeParle Peeking at the Negative Side of High School Popularity Alina Tugend</p> <p>Or generally, about the American Dream...</p> <ul style="list-style-type: none"> Room for Debate: Is America Still a Land of Opportunity? 	<p>Processing New Information, Elaborating on New Information</p> <p>Inductive Reasoning Activity</p> <ul style="list-style-type: none"> Students will answer the following questions in order to compose their own definitions (or visual representation) of “The American Dream”. <ul style="list-style-type: none"> Why do people from other countries immigrate to America? When we talk about “The American Dream”, what do we mean? What are some obstacles to achieving the “American Dream”? Which groups of people have had trouble attaining the “American Dream”? Given the obstacles that some Americans have to overcome, what makes the American Dream appealing? <p>Recording and Representing Knowledge</p> <p>Visual Representation of Theme</p> <ul style="list-style-type: none"> Students will read and annotate the articles from the <i>New York Times</i> that detail and expand upon issues present in <i>Death of a Salesman</i>. In groups, students will use one sheet of printer paper to create a visual representation of the crucial information from each article, seeking to answer the following questions: <ul style="list-style-type: none"> What single message does this article most powerfully articulate? What evidence from the article most effectively communicates this message? (Continue this argument, using a structure that makes these points clear, convincing, and engaging to high school students) RI.5 <p>Students will refer to these visual representations as they read <i>Death of a Salesman</i>.</p>

1.7		Death of a Salesman	
Assessments (formative and summative): [1.8] Students will apply at least one factor affecting the American family (like socioeconomic status, power, marriage, children) to <i>Death of a Salesman</i> , discussing the reality of that factor today, as presented in their readings, and how that factor is dealt with in <i>Death of a Salesman</i> .			
How will we respond when some learners do not learn and some learners have learned?			
RETEACH		EXTEND	
Strategies: Partner teaching Graphic Organizers: Questions:		Encourage students to present their own analyses to the class.	
ESOL, ESE, and other Accommodations: Group work, visual presentation, hand out notes			