

Implementing District Standards

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RL.9-10.1 Cite strong and thorough textual evidence to support analysis.

Students will cite textual evidence from the literature in class discussions and writing to compare the father-son pair and the individual-state relationship.

RL.9-10.3 Analyze how complex characters develop over the course of a text.

This unit focuses on the character motivations and the interactions between characters, as well as how these relationships may be of greater thematic or political value.

RI.9-10.1 Cite strong and thorough textual evidence to support analysis.

Students will read excerpts from scholarly articles and psychological studies in order to consider the connection between the fathers-son relationship and the states-individual relationship.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions.

A large portion of this unit is spent discussing literary and political topics in small groups and whole class Socratic seminars.

W.9-10.1 Write arguments to support claims.

The unit culminates in a persuasive writing assignment that requires students create an original thought and support it with logical reasoning and research.

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.

Students will examine a difficult concept and draw connections through valid reasoning, cohesive and coherent writing, and thorough analysis.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Students will write an argumentative essay that requires using evidence from both the literature we have read in addition to evidence from experts on the topic.