# English I
## Unit One Sample

### Anchor Text
*Fahrenheit 451*, Ray Bradbury (Literary, Appendix B Exemplar)

### Related Texts

**Literary Texts**
- “*Burning a Book*,” William Stafford (Poem)
- “*Barter*,” Sara Teasdale (Poem)

**Informational Texts**
- “*Learning to Read and Write*,” Frederick Douglass
- “*The Joy of Reading and Writing: Superman and Me*,” Sherman Alexie
- “*The Great Imagination Heist*,” Reynolds Price
- “*You Have Insulted Me: A Letter*,” Kurt Vonnegut
- “*Learning to Read*,” Malcolm X
- “*The Country That Stopped Reading*” from *The New York Times*, David Toscana

**Nonprint Texts** (e.g., Media, Website, Video, Film, Music, Art, Graphics)
- *Original Cover Art* from *Fahrenheit 451*, Joseph Mugnaini

### Unit Focus
Students will continue to explore the power of language, both oral and written, to educate, transform, and manipulate. Drawing on knowledge built in earlier grades about storytelling, language, and culture, this set allows students to explore the importance of the written word for capturing and transmitting knowledge. They will also explore issues related to censorship, creativity, and the evolution of literacy. Students will come to understand the importance of reading and writing and books and stories.

### Sample Research
Students will investigate censorship, including the various ways that people have been denied access to knowledge and information as a means of control. They will write a written report and present their findings to the class in a formal presentation.

### Possible Common Core State Standards

**Reading**
- RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, RI.9-10.10

**Writing**
- W.9-10.1a-e, W.9-10.2a-f, W.9-10.3a-e, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9a-b, W.9-10.10

**Speaking and Listening**
- SL.9-10.1a-d, SL.9-10.2, SL.9-10.4, SL.9-10.5, SL.9-10.6

**Language**
- L.9-10.1b; L.9-10.2a, c; L.9-10.3a; L.9-10.4a-d; L.9-10.5a-b; L.9-10.6

### Text Complexity Rationale
The readability of the anchor text measures below the 9-10 grade band, but it qualitatively allows for complex development of ideas and skills. The related texts are also more complex and prepare students for reading more complex text in the next unit.

### Possible Teacher Resources
Sample sources for research: “*The Book Burnings*,” United States Holocaust Memorial Museum (Website/Online Museum Exhibit); “*Burning Abolitionist Literature*” from *The Abolitionists*, PBS; “*Internet Censorship, Restrictions Around the Globe*,” Associated Press

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1 “Research” throughout this plan refers to student-led inquiry activities; these are extension tasks that allow students to make connections with texts. These activities should be done after students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Additional reading and writing performance tasks with the texts are expected and indicated through the possible Reading and Writing Standards.
What will students know and be able to do by the end of this unit?

Students will demonstrate an understanding of the unit focus and meet the expectations of the Common Core State Standards on the unit assessments.

<table>
<thead>
<tr>
<th>Unit Focus</th>
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<tbody>
<tr>
<td>The “big ideas” of this unit include:</td>
</tr>
<tr>
<td>1. How do authors use language to affect others?</td>
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<tr>
<td>2. Why do stories continue to exist?</td>
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<td>3. How does literacy empower people?</td>
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<td>4. How do people evolve as they become literate?</td>
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<table>
<thead>
<tr>
<th>Unit Assessment</th>
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<tbody>
<tr>
<td>Students will demonstrate understanding of the “big ideas” through various assessments:</td>
</tr>
<tr>
<td>1. A <strong>culminating writing task</strong>, which assesses whether students met the expectations of the CCSS while demonstrating understanding of the anchor text.</td>
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<tr>
<td>2. A <strong>cold-read assessment</strong>, which assesses whether students can read “new” text(s) and apply the same level of understanding and mastery of the CCSS.</td>
</tr>
<tr>
<td>3. An <strong>extension task and accompanying presentation</strong>, which assesses student ability to apply understanding of the “big ideas” to other texts, their lives, and/or the real world.</td>
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<table>
<thead>
<tr>
<th>Daily Performance Tasks</th>
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<tbody>
<tr>
<td>Daily instruction and tasks aligned to the CCSS prepare students to meet the expectations of the unit assessments.</td>
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<tr>
<td>Students will daily demonstrate their:</td>
</tr>
<tr>
<td>1. Understanding of texts and the “big ideas” by meeting grade level CCSS expectations for reading, listening, and language;</td>
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<tr>
<td>2. Ability to express their understanding by meeting grade level CCSS expectations for speaking, writing, and language.</td>
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# English I
## Unit One Sample
### ASSESSMENTS

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<thead>
<tr>
<th>TYPE</th>
<th>CONTENT</th>
<th>CCSS ALIGNMENT</th>
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</table>
| **Culminating Writing Task** | **Student Prompt:** Determine and analyze a theme of *Fahrenheit 451*. Select the literary element (e.g., characters, setting, conflicts, etc.) or device (e.g., figurative language, symbolism, imagery, etc.) that most strongly conveys the theme. How does the theme emerge and how is it shaped and refined by the element or device you selected? Use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and page numbers.  
**Teacher Note:** Students are asked to  
• Determine a theme of *Fahrenheit 451* (Unit Focus #1, #2, and #3)  
• Select a literary element or device which conveys the theme (Unit Focus #1)  
• Analyze how the theme is developed                                                                 | RL.9-10.1, RL.9-10.2, RL.9-10.3; W.9-10.1a-e, W.9-10.4, W.9-10.5, W.9-10.9a, W.9-10.10; L.9-10.1b, L.9-10.2a, c, L.9-10.3a, L.9-10.5a-b, L.9-10.6 |

**Cold-Read Assessment** | **Student Prompt:** Read *“Learning to Read”*. Then answer a combination of questions. Sample questions:  
1. What is Malcolm X’s tone and how does he convey his point of view?  
2. Interpret and explain the following quote in the context of the essay: “In fact, up to then, I never had been so truly free in my life.” What is the significance of this quote to the central idea of the essay? Cite textual evidence to support your response.  
3. Select a character or literary figure from another text we’ve read in this unit. Compare and contrast how Malcolm X views reading and writing with how another character or literary figure views reading and writing. Cite textual evidence to support your response.  
**Teacher Note:** Students are asked to  
• Analyze a nonfiction text for the author’s use of rhetoric and language to impact an audience (Unit Focus #1)  
• Make connections between texts to analyze the importance of reading and writing (Unit Focus #1, #3, and #4)                                                                 | (Note: Standards alignment depends on question content) RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.8, RL.9-10.9, RL.9-10.10, W.9-10.4, W.9-10.9b, W.9-10.10; L.9-10.1b; L.9-10.2a, c; L.9-10.4a-d; L.9-10.5a-b; L.9-10.6 |

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2 Ensure that students have access to the complete texts as they are testing.
<table>
<thead>
<tr>
<th>TYPE</th>
<th>CONTENT</th>
<th>CCSS ALIGNMENT</th>
</tr>
</thead>
</table>
| Extension Task and Formal Presentation | **Student Prompt:** Explore the content of “The Country the Stopped Reading” in relation to *Fahrenheit 451* and other texts read in the unit to develop a self-generated question to research. The research question should seek clarification or extension of knowledge about an issue expressed in two or more texts read in the unit (e.g., censorship, creativity, literacy evolution, functional illiteracy). Following research, develop a claim based on your research (e.g., “Fine art programs are critical in schools” or “Despite increases the use of digital texts, there is still a need for libraries”). Then write a multiparagraph essay supporting your claim with valid reasoning and relevant and sufficient evidence. From the essay, develop a 2-3 minute persuasive speech to present to the class, which presents the claims and findings in a focused, coherent, and persuasive manner, including pertinent descriptions, facts, details, and examples. Include visual displays to clarify claims and findings and emphasize salient points.

Present the information to the class using appropriate speech and demonstrating command of formal English. As each student presents, the audience should evaluate the speaker’s argument, distinguishing claims that are supported by reasoning and evidence from claims that are not. Then, as a class, conduct a reflective discussion about the speeches, what made them more or less effective and the difference between argument and persuasion. |
| | **Teacher Note:** Students are asked to  
• develop a question that relates to issues addressed in the unit (Unit Focus #1, #2, and #3)  
• research the question and identify how language creates cultural identity (Unit Focus #1 and #3)  
• evaluate the importance of language in preserving cultural identity (Unit Focus #1, #2, and #3)  
• create a multimedia presentation to present the group evaluation and gathered information |
|  | RI.9-10.1, RI.9-10.9, W.9-10.1a-e, W.9-10.2a-f, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9a-b, W.9-10.10; SL.9-10.1a, c-d; SL.9-10.2; SL.9-10.3; SL.9-10.4; SL.9-10.5; SL.9-10.6; L.9-10.1b; L.9-10.2a, c; L.9-10.5a-b; L.9-10.6 |
## INSTRUCTIONAL DAYS | TEXT(S) | CCSS ALIGNMENT
--- | --- | ---
Days 1-3 | “Learning to Read and Write,” Frederick Douglass | Sample Daily Performance Tasks
Days 4-7 | “The Joy of Reading and Writing: Superman and Me,” Sherman Alexie | Sample Daily Performance Tasks
Day 8-11 | “The Hearth and the Salamander” from *Fahrenheit 451*, Ray Bradbury (until Beatty’s visit to Montag’s home) and “Barter,” Sara Teasdale (Poem) | Sample Daily Performance Tasks
Day 12-15 | The remainder of “The Hearth and the Salamander” from *Fahrenheit 451*, Ray Bradbury (Focus: Beatty’s speech to Montag about the end of books) and “The Great Imagination Heist,” Reynolds Price | Sample Daily Performance Tasks
Days 20 | “Burning a Book,” William Stafford | Sample Daily Performance Tasks
Days 21-25 | “Burning Bright,” from *Fahrenheit 451* and *Original Cover Art* from *Fahrenheit 451*, Joseph Mugnaini | Sample Daily Performance Tasks
Days 26-28 | Culminating Writing Task from Unit One Assessments | Unit One Assessments
Days 29-30 | Cold Read Assessment from Unit One Assessments (Excerpts from *The Book Thief*, Markus Zusak (Appendix B Exemplar and “Learning to Read”) | Unit One Assessments
Days 31-36 | “The Country That Stopped Reading” from *The New York Times*, David Toscana and Extension Task from Unit One Assessments (Research) | Sample Daily Performance Tasks
Days 37-42 | Extension Task from Unit One Assessments (Essay and presentation writing) | Unit One Assessments
Days 43-45 | Formal Presentations and Reflection | Unit One Assessments

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3 Texts can be written or visual, print or multimedia.

4 Activities, tasks, prompts, and resources are considered aligned to the CCSS when they create an environment conducive for students to meet the expectations of the CCSS.
Appendix
### DAYS 1-3

<table>
<thead>
<tr>
<th>Text: “Learning to Read and Write,” Frederick Douglass</th>
<th>Text Connections</th>
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<tbody>
<tr>
<td>This text gives the point of view of someone who had been denied the ability to read as a means of control and what it meant to him to learn to read and write. This relates to the idea of censorship as a means of societal control.</td>
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<thead>
<tr>
<th>Reader and Task Considerations</th>
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<tbody>
<tr>
<td>Focus on the word choice, syntax, and structure as students read closely for meaning. (RI.9-10.10)</td>
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### SAMPLE PERFORMANCE TASKS/PROMPTS

- **Conduct a series of fishbowl discussions** in which students answer various questions about Douglass and his writing, such as: “How does Douglass learn to read and write?” (RI.9-10.3) “What does Douglass value? How do you know?” (RI.9-10.6, RI.9-10.9) “Select a ‘character’ from Douglass’ account. How does this person (or group) influence and affect Douglass? What is Douglass’ opinion of this person (or group)? How does he reveal his opinion?” (RI.9-10.4, RI.9-10.6) “Do you consider his actions dangerous? Why or why not?” (RI.9-10.6, RI.9-10.9) For all responses, require students to cite textual evidence to support the discussion. (RI.9-10.1)

- **Working collaboratively, closely read, analyze, and annotate** “Learning to Read and Write.” Through the annotations and/or a graphic organizer/chart, analyze how Douglass reveals his purpose by unfolding a series of ideas, including the order in which the points are made, how they are introduced, developed, and refined by particular sentences or paragraphs, and the connections drawn between them. Then discuss the following questions and be prepared to share your findings: What is Douglass’ purpose in the text? How does the way in which Douglass reveals his developing understanding convey a central idea? Specifically analyze how he develops and refines his purpose through particular sentences or paragraphs, including through his portrayal of various individuals and groups. Locate strong and thorough textual evidence as support. (RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, SL.9-10.1a-d)

- **In writing, objectively summarize paragraph 7 in which Douglass indicates how he learned the word abolitionist.** Then explain the significance of both this word and the process he used to learn it. Cite strong and thorough textual evidence to support the response. (RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.9, W.9-10.9b, W.9-10.10, L.9-10.4b, L.9-10.6)

Return to Sample Pacing Chart
# English I Unit One Sample Daily Performance Tasks/Prompts

## DAYS 4-7

<table>
<thead>
<tr>
<th>Text: “The Joy of Reading and Writing: Superman and Me,” Sherman Alexie</th>
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### Text Connections
- This text explores Alexie’s perspective on the importance of reading and books.

### Reader and Task Considerations
- Focus on the word choice, syntax, structure, and rhetoric as students read closely for meaning. ([RI.9-10.10](#))

### SAMPLE PERFORMANCE TASKS/PROMPTS

- **Conduct a series of fishbowl discussions** in which students answer various questions about Alexie and his writing, such as: “How does Alexie learn to read? What is the significance of how the author describes his process?” ([RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.6](#)) “What is Alexie’s tone? How does Alexie develop and convey his tone?” ([RI.9-10.4, RI.9-10.6](#)) “What does Alexie value? How do you know?” ([RI.9-10.2, RI.9-10.6](#)) “Do you consider Alexie’s actions heroic? Why or why not?” ([RI.9-10.2, RI.9-10.8](#)) For all responses, require students to cite textual evidence to support the discussion. ([RI.9-10.1](#))

- **Working collaboratively, closely read, analyze, and annotate “The Joy of Reading and Writing.”** Through the annotations and/or a graphic organizer/chart, analyze how Alexie reveals his purpose by delineating his argument: Trace how Alexie introduces, develops, and makes connections between his various points. Then evaluate Alexie’s argument and specific claims, locating strong and thorough evidence as support. Assess whether his reasoning and evidence is valid, relevant, and sufficient; identify false statements or fallacious reasoning. Identify and then evaluate the effectiveness of Alexie’s use of rhetoric and appeals to advance his purpose. ([RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, SL.9-10.1a-d, SL.9-10.3, L.9-10.5a-b](#))

- **Select one of the following quotes:**
  - “I refused to fail. I was smart. I was arrogant. I was lucky.”
  - “I read with equal parts joy and desperation.”
  - “Despite all the books I read, I am still surprised I became a writer.”
  - “I throw my weight against their locked doors. The doors hold. I am smart. I am arrogant. I am lucky. I am trying to save our lives.”

  **In a brief, timed analysis,** interpret and explain the impact of this quote in the context of the essay. Analyze how the quote develops or refines Alexie’s claims and contributes to development of his purpose and the central idea of the text. Cite strong and thorough textual evidence to support the response. ([RI.9-10.1; RI.9-10.2; RI.9-10.4; RI.9-10.5; RI.9-10.9; W.9-10.1a-e; W.9-10.4; W.9-10.5; W.9-10.9b; W.9-10.10; L.9-10.1b; L.9-10.2a, c; L.9-10.5a-b; L.9-10.6](#))

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*Return to Sample Pacing Chart*
English I Unit One Sample Daily Performance Tasks/Prompts

<table>
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<th>DAYS 8-11</th>
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| **Text One:**
  “The Hearth and the Salamander” from *Fahrenheit 451*, Ray Bradbury |
  **Text Connections**
  The first part of the novel establishes the setting of the story, introduces main characters, and shows Montag beginning to question the role of firemen and think independently.  
  **Reader and Task Considerations**
  Focus on the passages that show the interaction between Montag and Clarisse for students to read along for close analytic reading.  
  Have students read the rest of the chapter independently or in collaborative groups. (RL.9-10.10)  
| **Text Two:**
  “Barter,” Sara Teasdale (Poem) |
  **Text Connections**
  This text presents a similar perspective to Clarisse.  
  **Reader and Task Considerations**
  Students should be able to read and analyze the poem independently. (RL.9-10.10)  

**SAMPLE PERFORMANCE TASKS/PROMPTS**

- **Ongoing throughout the unit:** Summarize the characters’ interactions and plot of the novel. (RL.9-10.2)
- **Ongoing throughout the unit:** Through journaling or graphic organizer, trace the development of Montag’s character over the course of the text. In this particular section, focus on his interactions with Clarisse. Conduct a discussion in which students use the notes to answer questions about Montag’s realizations and changing motivations and plot events. Include strong and thorough textual evidence. (RL.9-10.1, RL.9-10.3)
- Closely read the poem “Barter” using TP-CASTT or other analysis strategy. Recording the analysis through annotations and/or on a graphic organizer, determine how Teasdale uses words and phrases with figurative and connotative meanings to develop meaning and convey the central idea. (RL.9-10.1, RL.9-10.2, RL.9-10.4, L.9-10.5a-b, L.9-10.6)
- Working collaboratively, compare Clarisse’s point of view with the speaker’s point of view in Teasdale’s poem, and then analyze the relationship between Clarisse and Montag. How does Bradbury establish a dichotomy? (RL.9-10.1, RL.9-10.3, L.9-10.5a-b)
- Develop a virtual community to share and document the connections, ideas, questions, quotes, etc. that develop from reading and studying the various texts in the unit. Use a flexible and dynamic online platform (e.g., Edmodo, Ning, Mural.ly, EdCanvas, Padlet) that allows students to link, post, comment, etc. and create a space for collaboration. Ask students to make their first post. (RL.9-10.1, RL.9-10.1, W.9-10.6, W.9-10.9a-b)
- Finally, write a narrative essay that develops one of your early reading memories using effective technique, well-chosen details, and well-structured event sequences in response to the following prompt: In both Douglass and Alexie’s works, we learn the details of how each became readers. Likewise, we witness Montag’s first reading experience in *Fahrenheit 451*. We each have a story about learning to read or an experience with books. Whether your experience is positive or negative, your story is unique to you. In a multiparagraph narrative essay, tell the story of your memorable reading experience, modeling the style and structure after the texts we’ve read in class. Make use of vivid word choice, imagery, figurative language, transitional statements, and varying sentence structures. (W.9-10.3a-e; W.9-10.4; W.9-10.5; W.9-10.9a; W.9-10.10; L.9-10.1b; L.9-10.2a, c; L.9-10.6)
# English I Unit One Sample Daily Performance Tasks/Prompts

## DAYS 12-15

<table>
<thead>
<tr>
<th>Text One: The remainder of “The Hearth and the Salamander” from <em>Fahrenheit 451</em> (Focus: Beatty’s speech to Montag about the history of firefighters)</th>
<th><strong>Text Connections</strong></th>
<th>The first part of the novel establishes the setting of the story, introduces main characters, and shows Montag beginning to question the role of firemen and think independently.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reader and Task Considerations</strong></td>
<td>Conduct a read along for of Beatty’s speech to Montag. Students can engage in close analytic reading to determine deep meaning. Then let students read the rest of the chapter independently or in collaborative groups. (<a href="#">RL.9-10.10</a>)</td>
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<tr>
<th>Text Two: “The Great Imagination Heist,” Reynolds Price</th>
<th><strong>Text Connections</strong></th>
<th>This essay argues that television has usurped our creativity. His solution is for students to do more reading.</th>
</tr>
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<tbody>
<tr>
<td><strong>Reader and Task Considerations</strong></td>
<td>This is an appropriately complex informational text. (<a href="#">RI.9-10.10</a>)</td>
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</table>

## SAMPLE PERFORMANCE TASKS/PROMPTS

- **Ongoing throughout the unit:** Summarize the characters’ interactions and plot of the novel. ([RL.9-10.2](#))
- **Ongoing throughout the unit:** Through journaling or graphic organizer, trace the development of Montag’s character over the course of the text. In this particular section, focus on his interactions with Mildred and Beatty. Conduct a discussion in which students use the notes to answer questions about Montag’s realizations and changing motivations and plot events to analyze the development of themes in the text. Then engage students in independently conducting a similar process by tracing another literary element or device. Determine how it emerges, changes, and is developed throughout the text, citing strong and thorough textual evidence. Post information and ideas on the virtual community. ([RL.9-10.1, RL.9-10.2, RL.9-10.3, W.9-10.6, L.9-10.5a-b](#))
- **Determine the meaning (including figurative and connotative meanings) of words and phrases used in Beatty’s speech and “The Great Imagination Heist.”** Analyze the word choice used in each to determine its effect on meaning and tone. Record information and supporting evidence on a graphic organizer or post information on the virtual community. ([RL.9-10.1, RL.9-10.1, RL.9-10.4, RI.9-10.4, W.9-10.6, L.9-10.4a, L.9-10.5a-b, L.9-10.6](#))
- **Closely read, analyze, and annotate “The Great Imagination Heist.”** Through the annotations, analyze how Price reveals his purpose and develops a central idea in his essay by tracing how he introduces, develops, refines, and makes connections between various claims, particular sentences, and paragraphs. Locate strong and thorough textual evidence as support. ([RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, L.9-10.5a-b](#))
- **Then, working collaboratively, determine the purpose in each text (Beatty’s speech and “The Great Imagination Heist”) and assess whether both Beatty and Price use valid, relevant, and sufficient reasoning and evidence; identify their false statements or fallacious reasoning.** As a group, identify and evaluate the effectiveness of both Beatty’s and Price’s use of rhetoric and appeals to advance their respective purpose. Determine which “speech” is more effective and be prepared to explain why. ([RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, SL.9-10.1a-d, SL.9-10.3, L.9-10.5a-b](#))
**English I Unit One Sample Daily Performance Tasks/Prompts**

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<tr>
<th>DAYS 16-19</th>
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<tr>
<td><strong>Text:</strong></td>
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<tr>
<td>“The Sieve and the Sand” from <em>Fahrenheit 451</em>, Ray Bradbury (Focus: Faber’s speech about the importance of books)</td>
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</tbody>
</table>

**Reader and Task Considerations**

Focus on the Faber’s speech about the importance of books for students to read along for close analytic reading. Have students read the rest of the chapter independently or in collaborative groups. (**RL.9-10.10**)

<table>
<thead>
<tr>
<th><strong>Text One:</strong></th>
<th><strong>Text Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“You Have Insulted Me: A Letter,” Kurt Vonnegut, Jr.</td>
<td>This is a letter written by an author in response to his books being burned. It provides students with an author’s perspective in relation to the topic of censorship/book burnings.</td>
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</table>

**Reader and Task Considerations**

Students will explore the author’s purpose of the letter by focusing on word choice, tone, and structure. (**RI.9-10.10**)

### SAMPLE PERFORMANCE TASKS/PROMPTS

- **Ongoing throughout the unit:** Summarize the characters’ interactions and plot of the novel. (**RL.9-10.2**)

- **Ongoing throughout the unit:** Through journaling or graphic organizer, trace the development of Montag’s character over the course of the text. In this particular section, focus on his interactions with Faber. Conduct a discussion in which students use the notes to compare and contrast the influences that various characters have on Montag and analyze how Montag’s changing point of view is contrasted with other characters of the course of the text. Continue to engage students in independently conducting a similar process by tracing another literary element or device. Determine how it emerges, changes, and is developed throughout the text, citing strong and thorough textual evidence. Post information and ideas on the virtual community. (**RL.9-10.1, RL.9-10.2, RL.9-10.3, W.9-10.6, L.9-10.5a-b**)

- **Closely read, analyze, and annotate Faber’s argument for the importance of books and Vonnegut’s argument.** Determine the impact of word choice on meaning and tone and analyze how each “author” unfolds a series of ideas, the order points are made, and how ideas are developed and refined by particular sentences or paragraphs and the connections drawn between them. Then, using the annotations from both “speeches,” evaluate Vonnegut’s point of view and the school board’s point of view in writing. Assess whether the reasoning of each is valid and the evidence is relevant and sufficient; identify false statements and/or fallacious reasoning. (**RI.9-10.1, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, W.9-10.9a-b, W.9-10.10**)

- **Finally, document thoughts, favorite or interesting quotes, questions, etc. on the virtual community and comment on and respond to peers’ posts.** (**W.9-10.6**)

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## English I Unit One Sample Daily Performance Tasks/Prompts

### DAY 20

**Text:**
“Burning a Book,”
William Stafford

<table>
<thead>
<tr>
<th>Text Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>The poem takes the idea of book burning and tells about what is lost when books are burned, but also the tragedy of books that are kept safe but are never read.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reader and Task Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may require assistance as they explore the meaning of the poem as the figurative language makes determining the central idea of the text more challenging. Working in pairs or collaborative groups would support students in reading and analyzing this text. (<a href="#">RL.9-10.10</a>)</td>
</tr>
</tbody>
</table>

### SAMPLE PERFORMANCE TASKS/PROMPTS

- Work collaboratively to read “Burning a Book” using TP-CASTT or other analysis strategy. Recording the analysis through annotations and/or on a graphic organizer, determine how Stafford uses words and phrases with figurative and connotative meanings to develop meaning and convey a theme. ([RL.9-10.1], [RL.9-10.2], [RL.9-10.4], [L.9-10.5a-b], [L.9-10.6])

- Write a brief, timed analysis which answers the following question: Determine a theme of “Burning a Book” and explain how it is conveyed. Does this theme affirm or contradict a theme of *Fahrenheit 451*? Use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of strong and thorough textual evidence to support the analysis. ([RL.9-10.1], [RL.9-10.2], [W.9-10.1a-e], [W.9-10.4], [W.9-10.9a], [W.9-10.10], [L.9-10.1b], [L.9-10.5a], [L.9-10.6])

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### English I Unit One Sample Daily Performance Tasks/Prompts

**DAYS 21-25**

<table>
<thead>
<tr>
<th>Text One: “Burning Bright,” from <em>Fahrenheit 451</em>, Ray Bradbury</th>
<th>Text Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>The beginning of this chapter shows an intense interaction with Beatty after the call is made to the firemen. This exchange illustrates Montag’s transformation. The end of the book presents various archetypes and contains many examples of symbolism.</td>
<td></td>
</tr>
</tbody>
</table>

**Reader and Task Considerations**

Allow students to read this chapter in collaborative groups or independently. ([RL.9-10.10](#))

<table>
<thead>
<tr>
<th>Text Two: <em>Original Cover Art</em> from <em>Fahrenheit 451</em>, Joseph Mugnaini</th>
<th>Text Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>This illustration provides additional support for the concepts presented in the chapter.</td>
<td></td>
</tr>
</tbody>
</table>

**Reader and Task Considerations**

Students will need access to a quality printing of this piece to be able to analyze it in detail.

### SAMPLE PERFORMANCE TASKS/PROMPTS

- **Ongoing throughout the unit:** Summarize the characters’ interactions and plot of the novel. ([RL.9-10.2](#))

- **Ongoing throughout the unit:** Through journaling or graphic organizer, trace the development of Montag’s character over the course of the text. In this particular section, focus on his interactions with Granger and the other travelers. Conduct a discussion in which students use the notes to analyze how the theme of the novel is shaped and refined through the details of Montag’s transformation. Continue to engage students in independently conducting a similar process by tracing another literary element or device. Determine how it emerges, changes, and is developed throughout the text, citing strong and thorough textual evidence. Post information and ideas on the virtual community. ([RL.9-10.1, RL.9-10.2, RL.9-10.3, W.9-10.6, L.9-10.5a-b](#))

- **Describe the significance of Beatty’s final interaction with Montag. What is the significance of the allusion to and quote from *Julius Caesar*? How does Montag’s reaction to Beatty illustrate the degree of his transformation? ([RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.9](#))**

- **Discuss dichotomies, symbolism and archetypes.** Working collaboratively, determine how Bradbury’s uses these to aid in the development of the last section of *Fahrenheit 451*. How do the patterns of Bradbury’s language and techniques reveal and develop a theme of the text? Then view Joseph Mugnaini’s cover art and identify related quotes and descriptions from “Burning Bright.” Analyze how man is represented or symbolized in each (art and text), and identify what is emphasized or absent. In writing, individually evaluate whether the cover art is an effective illustration of Bradbury’s words and a theme he conveys. Post the quotes and written response on the virtual community. ([RL.9-10.1, RL.9-10.2, RL.9-10.3, W.9-10.9a, W.9-10.10, SL.9-10.1a-d](#))

- **Conduct a Socratic seminar** focused on one or more of the following questions:
  - Do we need books and stories? Are they important? Why?
  - What are we denied when we are denied access to books?
  - In Neil Gaiman’s 2013 introduction to *Fahrenheit 451*, he states, “Fiction is a lie that tells us true things, over and over.” Do you agree? What “true things” does *Fahrenheit 451* tells us over and over?
  - In Neil Gaiman’s 2013 introduction to *Fahrenheit 451*, he states, “This is a book about caring for things. It’s a love letter to books, but I think just as much, it’s a love letter to people…” Do you agree or disagree? Why?

  Cite evidence from the texts that are being read in class. During the seminar, keep track of the reasons and textual evidence on a graphic organizer or in notes. ([RL.7.1, SL.7.1a-d, SL.7.6](#))

- **Finally, document thoughts, favorite or interesting quotes, questions, etc. on the virtual community and comment on and respond to peers’ posts. ([W.9-10.6](#))**

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## English I Unit One Sample Daily Performance Tasks/Prompts

<table>
<thead>
<tr>
<th>DAYS 31-36</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text:</strong></td>
</tr>
<tr>
<td>“The Country That Stopped Reading” from The New York Times, David Toscana</td>
</tr>
<tr>
<td><strong>Text Connections</strong></td>
</tr>
<tr>
<td>This article introduces a real-life connection to the themes of Fahrenheit 451, which sets up the Extension Task.</td>
</tr>
<tr>
<td><strong>Reader and Task Considerations</strong></td>
</tr>
<tr>
<td>This is an appropriately complex informational text. (RI.9-10.10)</td>
</tr>
</tbody>
</table>

### SAMPLE PERFORMANCE TASKS/PROMPTS

- Independently read, analyze, and **annotate** “The Country That Stopped Reading.” Through the annotations and/or graphic organizer/chart, determine the central idea of the text and delineate Toscana’s argument, including determining the order in which his points are made, how they are introduced, developed, and refined by particular sentences or paragraphs, and the connections drawn between them. Assess Toscana’s argument by evaluating whether his reasoning is valid and his evidence is relevant and sufficient. Identify false statements and/or fallacious reasoning. Then, in writing, answer the following questions: What is Toscana’s purpose in the text? How does he reveal, develop, and refine his purpose? Cite strong and thorough textual evidence as support. (RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, W.9-10.9b, W.9-10.10)

- Then conduct a discussion (fishbowl or Socratic seminar) in which students analyze why people stopped reading in each text (Fahrenheit 451 and “The Country That Stopped Reading,” David Toscana). Compare and contrast the results of this choice in each text. Use the discussion as a brainstorming exercise for students to develop a research question. Some prompting questions could be: According to the various authors and points of views presented in the texts we’ve read in this unit, what is the value of reading? Has that value changed over time? How and why has it? Has society learned from the cautionary tale of Fahrenheit 451? What issues are raised in Fahrenheit 451 that remain critical to our society today? (RL.9-10.1, RL.9-10.2, RI.9-10.1, RI.9-10.2, W.9-10.7, SL.9-10.1a, c-d, SL.9-10.4, SL.9-10.6)

- Finally, ask students to document their thoughts/answers, issues, questions from the discussion on the virtual community. (W.9-10.6, W.9-10.7)

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