

LMSA Curriculum Map

Analytical Research Project & Essay Analysis

UNIT OVERVIEW: This unit supports students in developing the skills needed to identify an author’s argument and how this argument is achieved through diction, imagery, structure and tone. Essays and photographs included in this unit were chosen to introduce students to various ideas about reading and writing, as well as to consider a range of cultural, social and environmental issues which are a part of their ongoing experiences, but which they may not have carefully reflected on previously. The study of essays and photographs will give students a way to approach and look closely at informative texts that will transfer to their independent reading of a novel, from which they will eventually develop their own argument and write an analytical research essay.

MoCP Note: This unit references ideas and artworks discussed in the MoCP-produced landscape and place curriculum guide, which can be found here: <http://www.mocp.org/education/resources-for-educators.php>. Among the texts explored in this unit, teacher Jenn Morea suggests we supplement a close reading of the work of photographer Christina Seeley, with the essay *Our Vanishing Night*, which was published in National Geographic magazine in November of 2008.

DEPARTMENT: English	COURSE: World Literature	TEACHER(S): Jenn Morea
UNIT TITLE: Analytical Research Project & Essay Analysis	UNIT NUMBER: 5 TIME FRAME: 12 weeks	MAJOR TEXTS: Novels will vary; essays include “Writing as Reading” by Susan Sontag, “Good Readers and Good Writers” by Vladimir Nabokov, “Our Vanishing Night” by Verlyn Klinkenborg, “Photographs of Agony” by John Berger, “Regarding the Pain of Others” by Susan Sontag, “On Dumpster Diving” by Lars Eighner; photographers include Nic Ut, Cristina Seely

STANDARDS <i>(clearly identify standards being used i.e. CCSS, CRS, CollegeBoard, etc)</i>	FORMATIVE ASSESSMENTS <i>(what ongoing assessments –discussions, exit slips, informal quizzes, etc. –will provide feedback to both teacher and student as to the progress of the students in the unit?)</i>	SUMMATIVE ASSESSMENTS <i>(what evaluative assessments –tests, performance tasks, culminating projects, etc.—will students complete at the end of the unit to demonstrate mastery of standards</i>
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<p>W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>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> <p>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 grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CRS Supporting Details 33-36: Understand the function of a part of a passage when the function is subtle or complex</p> <p>CRS Supporting Details 33-36: Determine,</p>	<p>Record notes and analysis in Double-Entry Journals</p>	<p>Student self-assessment and reflection</p> <p>Students will present an Analytical Research Project Reflection after completing their analytical research essay. This analytical and creative response will integrate text and image (in a flowchart, map or comic strip, for example) to illustrate the thinking process and to answer the question: How did you apply our study of photography and essays to reading your novel and developing a thesis for your analytical essay? Students will make connections with the photographs and essays they studied to show how what they learned contributed to the process of reading their novels. Additionally, they will cite key moments in their Double-Entry Journals to trace how they found their subjects for writing. Students will write about what they learned during the process of their research that surprised them, what they are still curious about, what was challenging for them and what they would do differently given the chance to begin the process again.</p>
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<p>even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p>CRS Generalizations and Conclusions 33-36: Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage Understand and generalize about portions of a complex literary narrative</p>		
<p>L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>Keep a word bank of words they are unfamiliar with from the essays they read and use five of these words in their analytical research essay</p>	
<p>RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>CRS: Determine whether a complex essay has</p>	<ul style="list-style-type: none"> • Complete rhetorical analysis charts for essays and photographs • Compare the arguments of two writers and one photographer on the subject of war photographs 	<p>Final exam question: Read the following essay. Identify the author’s argument and how this is achieved through diction, imagery, structure and tone.</p>

<p>accomplished a specific purpose</p> <p>CRS 33-36 Topic: Determine whether a complex essay has accomplished a specific purpose</p> <p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p> <p>CRS 33-36 Understanding, Organization, Clarity:</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p>		
<p>W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>	<ul style="list-style-type: none"> • Complete PFE chart • Research PFE's • Develop thesis statement • Write multiple drafts of paper 	
<p>W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism</p>	<ul style="list-style-type: none"> • Research PFE's • Complete source sheets • Write an annotated bibliography 	Analytical Research Paper

<p>and overreliance on any one source and following a standard format for citation.</p> <p>CRS 33-36 Sentence Structure and Formation: Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p>		

<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> What abstract ideas will students uncover that they can <i>transfer and apply</i> to new situations? What should students understand and be able to use several years from now, after they've forgotten the details of the unit? 	<p>ESSENTIAL QUESTIONS</p> <p><i>What questions will:</i></p> <ul style="list-style-type: none"> cause genuine, relevant inquiry into the big ideas and core content? provoke lively discussion, new understanding and more questions? require students to consider alternatives, weigh evidence, support their ideas, and justify their answers? spark meaningful connections with prior learning and personal experience? naturally recur, creating opportunities for transfer to other situations and subjects? 	<p>SKILLS</p> <ul style="list-style-type: none"> Students will... 	<p>KNOWLEDGE OF CONCEPTS AND CONTENT</p> <ul style="list-style-type: none"> Students will know...
<ul style="list-style-type: none"> Students will understand that claims must be arguable and 	<ul style="list-style-type: none"> How do we find a subject to write about? 	<ul style="list-style-type: none"> discover a subject to research and write about 	<ul style="list-style-type: none"> Authors of various types of texts, including visual texts,

<p>stated in a sentence.</p> <ul style="list-style-type: none"> • Students will understand that arguments are achieved through a range of rhetorical devices. 	<ul style="list-style-type: none"> • How does an author convey an argument? 	<p>related to the novels they read.</p> <ul style="list-style-type: none"> • identify an author's argument and how this is achieved through diction, imagery, structure and tone. • develop a thesis and use appropriate and convincing evidence to argue their thesis. 	<p>attempt to convince their audience of something.</p>
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Photography & Essay Analysis

Name: _____

Date: _____

Title & Author of Text: _____

Guiding Questions: What is the author's argument? How is it conveyed through diction and imagery, structure and tone?

D	Diction: Examine the words the writer uses. What effect do they have on the reader? (For photographs, write about the titles.)
I	Imagery: Metaphors, similes, vivid description. How does the author appeal to the five senses (touch, taste, sound, smell, sight)? (For photographs, write about the actual images, color, light, shadow and texture.)
S	Structure: How is the text structured? How does the author present and build the argument? How is the essay divided into parts, each with its own purpose? Are there obvious transitions? What is the relationship between the different parts? (For photographs, write about point-of-view, composition and framing.)
T	Tone: The attitude of the writer toward the subject. What is the writer's tone (conveyed through diction, imagery and syntax) toward his or her subject?
A	Argument: What the author's argument? What is he or she trying to convince his or her readers of or persuade them to consider?

Photography & Essay Analysis

Name: **Student Responses**

Date: **February 2013**

Title & Author of Text: **Metropolis 40° 25' N3° 41' W (Madrid) by Christina Seely**

Guiding Questions: What is the author's argument? How is it conveyed through diction and imagery, structure and tone?

D	<p>Diction: Examine the words the writer uses. What effect do they have on the reader? (For photographs, write about the titles.) Place; Madrid; Capital, largest city in Spain; coordinates; it's an exact location on the longitude latitude scale; maybe that is the angle the picture is taken in; looking from the outside in; author could be a frequent traveler; I have no idea why we were given the longitude and latitude of the piece, but maybe she wants everyone to go to the spot where it was taken; Giving the coordinates makes me believe that this is not the only piece of work like this; Including the city name makes me think that Seely is both a technical and simple person.</p>
I	<p>Imagery: Metaphors, similes, vivid description. How does the author appeal to the five senses (touch, taste, sound, smell, sight)? (For photographs, write about the actual images, color, light, shadow and texture.) The images look like they have been edited with special effects; The distortion of color makes the picture look sunny when it's probably dark out; The tops of all buildings seem to be low in brightness, while the sides of the buildings are high in brightness. Only the buildings seem to be affected. The sky is still blue and the foreground looks normal; infrared; tint; dramatic effect; glowing; blues, blacks, greens, browns that blend together; closer to horizon is lighter, closer to photographer is darker; taken around sunset; buildings look like a negative of a photograph; contrast – blacks are really black and lights are really bright; like in painting – mixing warm yellow and blue is inviting; the texture is soft; This picture has an image of buildings that appears to be too bright. This makes it hard for the reader to concentrate on the outline of the buildings.</p>
S	<p>Structure: How is the text structured? How does the author present and build the argument? How is the essay divided into parts, each with its own purpose? Are there obvious transitions? What is the relationship between the different parts? (For photographs, write about point-of-view, composition and framing.) We see this view from an elevated position – it's looking down on the city; Seely wanted us to see the bigger picture; from a hill, nighttime; in four parts: Hill and trees, ghetto type buildings, downtown, horizon; scope – starts narrowly and widens; endlessness; a bird's eye point of view. It's a full frame photo.</p>
T	<p>Tone: The attitude of the writer toward the subject. What is the writer's tone (conveyed through diction, imagery and syntax) toward his or her subject? The shorter buildings seem to be more depressing than they may actually look, but the (apparent) downtown looks very lively; optimistic; artistic; upbeat, bright; intense: an effect she created, more subtle than "Vanishing Night"; calm, uplifting, amazed; effects of light in a purely visual way; informative; cold, contradiction, beautiful, peaceful; The photographer seems upset or intrigued by the way the city looks from the outside. The [visual] negative effect tries to make it look soft, but it becomes hard because it's difficult to see.</p>
A	<p>Argument: What the author's argument? What is he or she trying to convince his or her readers of or persuade them to consider? More light is being used than needed; Environmental problems of light and the disconnect between manmade light and natural darkness; As you look farther ahead, you lose perspective; Seely may want to convey the idea that life in Madrid is not as relaxed or easy as it seems, except for more wealthy people; The brightly lit city is taking over nature; The author is trying to say that nature is being overthrown by the city.</p>