



Analyzing Bias

by Kimba J. Rael

Throughout this 4-6 week unit for 11th grade, students explore bias, both in their personal lives and within the literature they study. Students will analyze how personal beliefs and biases influence the way they interact with texts they read and which they produce. The focus of this teaching task is on one writing to be included in the larger portfolio of student writing. The work of this module will focus on the writing process skill cluster --claim, development and conclusion.

The module supports Learning Experiences 9 through 12 in the Instructional Unit "The Power of Story" -- part of the Colorado Department of Education's District Sample Curriculum Project. The full unit may be found at <http://www.cde.state.co.us/standardsandinstruction/instructionalunits-rwc> under 11th grade. The Unit was written by Brad Russell, Casey Hudson, Katy Luceno, Lisle Reed, Luke Baker, and Otto Espinoza from the Mapleton School District in Colorado.

Prior to this module, students should have grade level literacy skills in narrative writing, literary analysis, the writing process, researching, and speaking and listening skills in group projects.

GRADES

11 - 12

DISCIPLINE

 **ELA**

COURSE

Any

Section 1: What Task?

Teaching Task

Task Template 21 - Informational or Explanatory

What is bias? In what ways do literary texts convey an author's biases? After reading multiple texts by your selected author, write an essay for your portfolio in which you analyze the particular biases you identify and evidence of those biases in the texts, providing examples to clarify your analysis.

Common Core State Standards

Writing Standards

- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.11-12.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.9.b Apply grades 11—12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
- W.11-12.9.a Apply grades 11—12 Reading standards 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").
- 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 discipline-specific tasks, purposes, and audiences.

Additional Standards

Colorado

Colorado Academic Standards for Reading, Writing and Communicating

- CO** Explain nuances and connotations of particular words and sentences, and draw conclusions about author's intent as well as potential impact on an audience
- CO** Articulate a position through a sophisticated claim or thesis statement and advance it using evidence, examples, and counterarguments
- CO** Select appropriate and relevant information (excluding extraneous details) to set context
- CO** Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
- CO** Make generalizations and draw conclusions from persuasive texts, citing text-based evidence as support
- CO** Predict the impact an informational text will have on an audience and justify the prediction
- CO** Control and enhance the flow of ideas through transitional words or phrases appropriate to text structure
- CO** Support judgments with substantial evidence and purposeful elaboration
- CO** Draw a conclusion by synthesizing information

Texts

Potential fiction texts:

Frankenstein by Mary Shelley (Lexile =1170) MacBeth William Shakespeare (Lexile=1350) The Scarlet Letter by Nathaniel Hawthorne (Lexile=1340) Billy Budd, Sailor by Herman Melville (Lexile =1450) The Great Gatsby F. Scott Fitzgerald (Lexile=1070) Black Boy Richard Wright, (Lexile=950) Absolutely True Diary of a Part-Time Indian Sherman Alexie (Lexile=600) Macho Victor Villasenor (Lexile =660) Death of a Salesman by Arthur Miller (Lexile =1320)

Potential nonfiction texts:

Common Sense by Thomas Paine (Lexile =1330) "Society and Solitude" by Ralph Waldo Emerson (Lexile unavailable) Walden by Henry David Thoreau (Lexile =1340)

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

What is bias? In this unit we will be exploring bias and how it impacts our perceptions and reactions. We will explore the ways in which personal beliefs and biases influence reactions to the viewpoint and logic of others, and to understand that quality reasoning requires both humility and empathy. This will guide us to ultimately uncover if any text can ever be void of bias.

Extension

This is taken from the original CDE unit for 11th grade written by Brad Russell, Casey Hudson, Katy Luceno, Lisle Reed, Luke Baker, and Otto Espinoza from the Mapleton School District in Colorado (<http://www.cde.state.co.us/standardsandinstruction/instructionalunits-rwc>):

Students will create a portfolio of writing exploring the concept of bias and perspective in literature. Their portfolio will demonstrate a variety of responses to the readings during the unit and will allow them to express their own understanding of how bias influences their own writing as well as their reactions to the writings of others.

Personal Portfolio Project

The portfolio may consist of any combination of the student written products generated in the unit:

- the memoir writing that explores their own biases (Learning Experience #8- see <http://www.cde.state.co.us/sites/default/files/RWC11-ThePowerofStory-storyboard.pdf>); **Be sure to include learning Experience #6- There are powerful activities re: bias and privilege.**
- the focus study of their chosen author (addressed in this LDC **Teaching Task**);
- the empathy piece (Learning Experience #12)- see <http://www.cde.state.co.us/sites/default/files/RWC11-ThePowerofStory-storyboard.pdf>;
- the reflection on whether a text can ever be devoid of bias (Learning Experience #13- see <http://www.cde.state.co.us/sites/default/files/RWC11-ThePowerofStory-storyboard.pdf>) and
- **The argument on how curriculum materials adoptions may help in addressing bias (summative writing)**

Performance Assessment (summative writing): As an expert on bias in literature, you have been asked to evaluate the literature curriculum materials in your school district. Your task will be to evaluate one grade level of the curriculum or one theme or idea that you have observed through grade levels for bias in the curriculum materials. Your submitted portfolio will include a brief reflection on your own biases that you have, **an analysis of bias in an author study of your choice**, and an argument of how curriculum materials could be adopted to address the issue of bias. You may want to consult this resource as you draft your final argument: <http://www.sadker.org/curricularbias.html> (Seven common forms of bias in instructional materials).

Role: Curriculum expert

Audience: District leadership

Format: Portfolio

Topic: Bias in literature curriculum materials

Section 2: What Skills?

Preparing for the Task

TASK ANALYSIS > UNDERSTANDING BIAS: Ability to define bias and analyze the impact of specific word choices on meaning and tone.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING > NOTE-TAKING: Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across texts.

POST-READING > ENHANCING COMPREHENSION: Predict the impact a text will have on an audience and justify the prediction

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Explain nuances and connotations of particular words and sentences, and draw conclusions about author's intent as well as potential impact on an audience

Writing Process

POST-READING > CONTENT COMPREHENSION: Make generalizations and draw conclusions about bias from texts, citing text-based evidence as support.

DEVELOPMENT > SETTING CONTEXT: Ability to select appropriate and relevant information (excluding extraneous details) to set context.

DEVELOPMENT > BODY PARAGRAPHS: Support judgments with substantial evidence and purposeful elaboration.

DEVELOPMENT > CONCLUDING PARAGRAPH: Draw a conclusion by synthesizing information.

REVISION: Ability to refine text to enhance the flow of ideas through transitional words or phrases appropriate to text structure.

COMPLETION > FINAL DRAFT: Ability to submit final piece for a portfolio that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	
Preparing for the Task				
20 mins	<p>TASK ANALYSIS > UNDERSTANDING BIAS: Ability to define bias and analyze the impact of specific word choices on meaning and tone.</p>	<p>DEFINING BIAS Students will write an exit ticket explaining their understanding of bias.</p>	<p>Exit Ticket will reflect an understanding of the meaning of bias.</p>	<p>Teacher will brainstorm with students around the concept of "bias" so that students begin to understand the range of pe</p> <p>Teacher can begin with a quick write where students have time to consider the word first. Then, students will share out conclusions they have, asking students to agree/disagree and explain their reasoning, or to have other students summe</p> <p>Students should capture notes from the brainstorm using a mind-mapping technique.</p> <p>At the end of class, students will respond to the prompt.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Professional Development on Personal Biases and Teaching Bias 🔗 Online exit ticket form 🔗 Mind Mapping 🔗 Talk Moves 				
1 hr and 30 mins	<p>TASK ANALYSIS > UNDERSTANDING BIAS: Ability to define bias and analyze the impact of specific word choices on meaning and tone.</p>	<p>EXPLORING BIAS IN CONTEMPORARY TEXTS: DOUBLE-ENTRY JOURNAL Students will write an exit ticket reflecting on their understanding of bias in various forms of informational text or popular media. http://exitticket.org/ (Online exit ticket form). Students may use a double entry journal format to capture the evidence in one column and note the bias of the evidence in the other. http://www.adlit.org/strategies/22091/ (Double entry journal)</p>	<p>Use the exit ticket and double entry journal to determine students understanding and ability to locate textual evidence to support identification of bias. This initial check will determine if the author study needs more guided instruction or independent work.</p>	<p>The teacher will use excerpts from contemporary informational and literary texts (See resources below) so that students listed below that best suit your context and students.</p> <p>Teacher Resources:</p> <p>http://www.tolerance.org/magazine/number-37-spring-2010/feature/i-don-t-think-i-m-biased (Professional Development)</p> <p>http://teachingasleadership.org/sites/default/files/Related-Readings/DCA_Ch5_2011.pdf (Lesson Plan on Teaching Bias)</p> <p>http://mediasmarts.ca/lessonplan/bias-lesson (Media Bias Lesson Plan)</p> <p>http://www.pdesas.org/module/content/resources/19402/view.aspx (Lesson Plan: What is Bias and How do You Recognize Bias?)</p> <p>http://www.socialstudies.com/pdf/DZ268VP2TG.pdf (Multi-Day Lesson Plan on Bias from Discovery)</p> <p>http://www.commentarymagazine.com/2012/04/04/statistics-prove-bias-against-women/ ("Statistics Prove the Bias Against Women")</p> <p>http://rewordify.com/ (Differentiation tool for simplifying complex texts)</p> <p>http://www.readworks.org (Leveled comprehension texts on a variety of topics)</p> <p>www.newsela.com (Variety of current events topics which can be transformed to different lexile levels)</p> <p>http://www.usnews.com/cartoons/immigration-cartoons (Political cartoons)</p> <p>Student Resources:</p> <p>http://akdart.com/med6.html (Link to Examples of Media Bias)</p> <p>http://www.denverpost.com/editorials/ci_24687970/no-right-refuse-gay-couples-wedding-cake (Article about Sexual Orientation Discrimination)</p> <p>http://www.cagle.com/topics/government/politics-government/cartoon-bias/ (Bias in Political Cartoons)</p> <p>http://www.sportingnews.com/nfl/story/2014-01-19/richard-sherman-post-game-interview-michael-crabtree-video-gif-quick</p> <p>http://www.ccctc.k12.oh.us/Downloads/Gender%20Bias%20in%20the%20Classroom2.pdf (Examples of Gender Bias in the Classroom)</p> <p>http://www.usnews.com/cartoons/immigration-cartoons (Political Cartoons on Immigration)</p> <p>http://www.usnews.com/cartoons/political-cartoons-on-the-boston-marathon-bombings?int=ad0986 (Boston Marathon Bombings)</p> <p>http://www.usnews.com/cartoons/editorial-cartoons-about-the-newtown-shooting (Newtown Shooting Cartoon)</p> <p>Differentiation:</p> <p>Teacher may provide a variety of resources in diverse formats (text, visuals, videos, etc.) Teacher may provide lists of key words and phrases to guide student completion Teacher may provide background information/explanations provide alternate rubric prepared for oral and/or written response http://rewordify.com/ (Online differentiation tool for simplifying complex texts)</p> <p>Students may complete the reflection in a variety of formats – written, oral, visual Students may have assignments modified</p> <p>Extension:</p> <p>Teacher may provide leveled texts Teacher may provide peer teaching opportunities Teacher may provide cooperative connections between bias example and their own experience) Teacher may provide opportunities to find divergent examples of bias</p> <p>Students may complete the reflection in a variety of formats – written, oral, visual Students may present a topic to a group</p>

Analyzing Bias

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE
1 hr and 30 mins	<p>TASK ANALYSIS > UNDERSTANDING BIAS: Ability to define bias and analyze the impact of specific word choices on meaning and tone.</p>	<p>EXPLORING BIAS IN NON-FICTION/HISTORICAL TEXTS: DOUBLE-ENTRY JOURNAL</p> <p>Students will write an exit ticket reflecting on their understanding of bias in various forms of historical texts. Students may use this rubric to analyze bias in text http://www.intime.uni.edu/multiculture/curriculum/children.htm (Rubric for evaluating bias – adapt as necessary) http://exitticket.org/ (Online exit ticket form).</p> <p>Students may use a double entry journal format to capture the evidence in one column and note the bias of the evidence in the other. http://www.adlit.org/strategies/22091/ (Double entry journal)</p>	<p>Use the exit ticket and double entry journal to determine students understanding and ability to locate textual evidence to support identification of bias. This initial check will determine if the author study needs more guided instruction or independent work.</p> <p>The teacher will use shorter historical, informational text(s) (e.g., Ben Franklin’s letter on German Immigration) that will be used in a Paideia method, discuss three of the texts below (two from teacher resources and the one from student resources).</p> <p>Teacher Resources:</p> <p>http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/the</p> <p>http://www.pennsbury.k12.pa.us/pennsbury/Staff%20Pages/Pennsbury%20High%20West/Swope,%20Megan/Courses/(Analyzing%20Bias%20Rubric)</p> <p>http://artsbeat.blogs.nytimes.com/2011/05/05/new-study-finds-gender-bias-in-childrens-books/?_php=true&_type=blogs</p> <p>http://www.commentarymagazine.com/2012/04/04/statistics-prove-bias-against-women/ (“Statistics Prove the Bias against Women”)</p> <p>https://cdr.lib.unc.edu/record/uuid:c0a9cfa3-7505-434d-ac22-98e94cfdc9e8 (“Gender Bias and Stereotypes in Young Adult Literature”)</p> <p>http://www.catholicleague.org/anti-catholic-bias-in-childrens-literature-2/ (Anti-Catholic Bias in Children’s Literature)</p> <p>Anaya, Rudolfo. “Take the Tortillas Out of Your Poetry”</p> <p>Student Resources:</p> <p>Benjamin Franklin, http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/the</p> <p>Differentiation:</p> <p>Teacher may provide lists of key vocabulary and concepts Teacher may provide leveled texts Teacher may provide audio student completion Teacher may provide highlighted text Teacher may provide peer assistance (translation, etc.) Teacher may provide peer assistance (translation, etc.)</p> <p>Students may complete the reflection in a variety of formats – written, oral, visual Students may have assignments modified</p> <p>Extension:</p> <p>Teacher may provide leveled texts Teacher may provide multiple texts (for comparison) Teacher may provide more subtexts</p> <p>Students may complete the reflection in a variety of formats – written, oral, visual</p>
Additional Attachments:			
<p>% Rubric for evaluating bias – adapt as necessary</p> <p>% Paideia Seminar tools</p>			
1 hr and 30 mins	<p>TASK ANALYSIS > UNDERSTANDING BIAS: Ability to define bias and analyze the impact of specific word choices on meaning and tone.</p>	<p>EXPLORING BIAS IN LITERARY TEXTS: DOUBLE-ENTRY JOURNAL</p> <p>Students will write a brief literary analysis of bias in the text examining word choice, imagery, etc. http://exitticket.org/ (Online exit ticket form).</p> <p>Students may use a double entry journal format to capture the evidence in one column and note the bias of the evidence in the other prior to writing their analysis. http://www.adlit.org/strategies/22091/ (Double entry journal)</p>	<p>Use the exit ticket and double entry journal to determine students understanding and ability to locate textual evidence to support identification of bias. This initial check will determine if the author study needs more guided instruction or independent work.</p> <p>The teacher will use shorter literary text(s) (e.g. see Teacher Resources) that will foster discussion around bias so that they work. (Part of Gradual Release Model: Contemporary: I do; Historic: We do; Literary: We do/you do; Single Author)</p> <p>Have each group select one of the four texts in the student resources.</p> <p>Teacher Resources:</p> <p>Kate Chopin, “Desiree’s Baby”</p> <p>Sandra Cisneros, <i>House on Mango Street</i></p> <p>Nadine Gordimer “Once Upon Time”</p> <p>Ned Guymon, “Conversation Piece”</p> <p>http://artsbeat.blogs.nytimes.com/2011/05/05/new-study-finds-gender-bias-in-childrens-books/?_php=true&_type=blogs</p> <p>http://www.commentarymagazine.com/2012/04/04/statistics-prove-bias-against-women/ (“Statistics Prove the Bias against Women”)</p> <p>https://cdr.lib.unc.edu/record/uuid:c0a9cfa3-7505-434d-ac22-98e94cfdc9e8 (“Gender Bias and Stereotypes in Young Adult Literature”)</p> <p>http://www.catholicleague.org/anti-catholic-bias-in-childrens-literature-2/ (Anti-Catholic Bias in Children’s Literature)</p> <p>Anaya, Rudolfo. “Take the Tortillas Out of Your Poetry”</p> <p>Student Resources:</p> <p>Kate Chopin, “Desiree’s Baby”</p> <p>Sandra Cisneros, <i>House on Mango Street</i></p> <p>Nadine Gordimer “Once Upon Time”</p> <p>Ned Guymon, “Conversation Piece”</p> <p>Differentiation:</p> <p>Teacher may provide lists of key vocabulary and definitions Teacher may provide peer assistance (translation, etc.) Teacher may provide peer assistance (translation, etc.)</p> <p>Students may complete the notes in a variety of formats – written, oral, visual – prior to writing Students may have assignments modified</p> <p>Extension:</p> <p>Students may complete the reflection in a variety of formats – written, oral, visual.</p>
Additional Attachments:			
<p>% Socratic seminar protocols and rubric</p> <p>% Peer and self-evaluation templates for Socratic Seminar</p>			
1 hr	<p>TASK ANALYSIS > UNDERSTANDING BIAS: Ability to define bias and analyze the impact of specific word choices on meaning and tone.</p>	<p>BIAS SOCRATIC SEMINAR</p> <p>Students will participate in Socratic seminar and be assessed on questions generated, their responses to questions posed, and active participation.</p>	<p>use rubric from engageny.com</p> <p>Teacher will engage students in a Socratic seminar so that students can begin to critically analyze bias in the relationship and question generation should begin at least the class period prior to the discussion. This timeframe depends upon how long the class period is.</p> <p>Differentiation:</p> <p>Teacher may provide prompts and/or models to support students in generating questions Teacher may provide guided questions</p> <p>Students may work with partners during seminar.</p> <p>Extension:</p> <p>Teacher may provide opportunities to lead/facilitate discussions.</p> <p>Teacher may provide opportunities to summarize findings of the group orally or in written form.</p>
Additional Attachments:			
<p>% Socratic seminar protocols and rubric</p> <p>% Peer and self-evaluation templates for Socratic Seminar</p>			

Analyzing Bias

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE
15 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	BULLETS OF FEATURES In your own words, what are the important features of a good response to this prompt?	<i>No Scoring</i> <ul style="list-style-type: none"> Project/write the teaching task on the board. Identify or invite students to identify key features of the task. Pair students to share their ideas of what a quality response will need to include/do. Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.
Standards:			
CCSS.ELA-LITERACY.CCRA.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.W.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, and audiences.			
Reading Process			
40 mins	ACTIVE READING > NOTE-TAKING: Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across texts.	MODELING THE CLOSE STUDY OF AN AUTHOR Students will, using criteria from the rubrics in Student Resources, critique the selected works from the focus author for bias.	none
The teacher will model the close study of a focus author so students can analyze how bias surfaces in multiple works by passages with the sticky note and writing the rationale on the sticky note. The teacher can use color coding to delineate			
Additional Attachments:			
🔗 Rubric for evaluating children's literature that may be adapted for discussion purposes 🔗 Rubric for evaluating children's literature that may be adapted for discussion purposes			
1 hr and 30 mins	ACTIVE READING > NOTE-TAKING: Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across texts.	AUTHOR STUDY STICKY NOTES Students will, using sticky notes for a note taking tool, gather evidence of bias or lack thereof across multiple texts by a single author (at least three).	Textual evidence is supportive of stated rationale and relates to an accurate interpretation of bias. There are at least three pieces of evidence from each text- with a total minimum of 9 across all three texts.
Students will analyze how bias surfaces in multiple works by one author focusing on capturing supportive words/phrase note. Students can use color coding to delineate word choice, phrasing, omission, privilege, or perspective as sources o			
<ol style="list-style-type: none"> Provide students with a list of potential author choices from available texts or appropriate Lexile ranges. Provide a br Students will select an author and the corresponding text packet. Provide class time and time at home to read and analyze for bias, so students can have support if needed. 			
Additional Attachments:			
🔗 Rubric for evaluating children's literature that may be adapted for discussion purposes 🔗 Rubric for evaluating children's literature that may be adapted for discussion purposes			
50 mins	POST-READING > ENHANCING COMPREHENSION: Predict the impact a text will have on an audience and justify the prediction	AUTHOR BIO'S AND PREDICTIONS A. Students will produce a brief author's bio to include the following elements*: <ol style="list-style-type: none"> Historical Context of the time she/he wrote Life Experiences that may have influenced her/his biases or writing Student analysis/synthesis on how the author's experiences or cultural/historical context created potential biases and how those biases are evident in the writing; Students may want to use the rubric for examining bias for this portion of the author's bio. *Can be oral/written/visual presentation or in the form of encyclopedia entry. B. Students will predict the impact a text will have on an audience and justify the prediction with evidence from the bio and sticky notes.	A. All three elements are present and are supported with evidence from research. B. Prediction uses supportive textual evidence that is aligned and reasonable.
The students will research the life and times of their selected author to analyze relevant biographical/historical documer			
<ol style="list-style-type: none"> Provide students with the research guides to evaluate the sites they visit for information. Monitor during research time to ensure students are on task. Students will be given approximately 30 minutes to research; then, they need to begin synthesizing their findings to c Once finished with prompt A, students will begin the prediction for prompt B. Prompts A and B will be shared either o require responses to each others' postings- at least 3 comments each. 			
Differentiation:			
Teacher may provide guided/structured research notes for student completion Teacher may provide leveled texts Teac product elements 1 and 2.			
Students may complete the author's bio in a variety of formats – written, oral, visual Students may modify product for lei			
Extension:			
Teacher may provide opportunities for more complex research/analysis of resources Teacher may provide opportunities provide opportunities for alternate rubric for oral and/or written expression.			
Students may complete the reflection in a variety of formats – written, oral, visual.			
Additional Attachments:			
🔗 CRAAP Rubric for Evaluating Sources 🔗 Purdue's Research Overview			
Transition to Writing			
1 hr	BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Explain nuances and connotations of particular words and sentences, and draw conclusions about author's intent as well as potential impact on an audience	LITERATURE DISCUSSION: FINDINGS FROM AUTHOR STUDY Students will participate in Socratic seminar and be assessed on questions generated, their responses to questions posed, and active participation.	students should effectively discuss the word/phrases/passages collected and explain the nuances/connotations such word choices evoke. Additionally, proficient students should draw connections between those interpretations and how different audiences may react.
Students will engage in a literary discussion to share and discuss the findings from their author studies. the teacher can from earlier to assist students in creating engaging discourse during the discussion. The discussion needs to center aro as well as potential impact on an audience.			

Analyzing Bias

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE
	Additional Attachments: 🔗 Socratic seminar protocols and rubric 🔗 Peer and self-evaluation templates for Socratic Seminar		
Writing Process			
50 mins	POST-READING > CONTENT COMPREHENSION: Make generalizations and draw conclusions about bias from texts, citing text-based evidence as support.	CER: CLAIM, EVIDENCE, AND REASONING In complete sentences, write an explanatory claim that is backed up by evidence and supported by reasoning. Base your answer on your notes from your author study.	<ul style="list-style-type: none"> Makes a defensible and complete claim. Provides appropriate and sufficient evidence from the text to support the claim. Provides reasoning that succinctly links evidence to the claim. (See attached Instructional Plan for details on how to use this CER mini-task in any course where students will form arg 1. Review definitions of "claim," "evidence," and "reasoning," and discuss how they are connected. 2. Model how to construct a claim from the teacher modeled author notes to help students learn this new skill. Then mo 3. Have students practice writing claims and evidence/reasoning statements using the same teacher example notes. He 4. Have students work individually to create CER statements from their author study notes. Share out or provide feedba 5. Students will use the CER statements they created to develop a thesis statement that bridges the ideas generated at Resources are from the Chemistry exemplar mini-task- modify as needed.
Standards:			
CCSS.ELA-LITERACY.CCRA.R.8 : Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. CCSS.ELA-LITERACY.CCRA.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Additional Attachments:			
 CER RUBRIC.pdf  CER Template.docx  CER Data Table Instructional Strategies.docx			
30 mins	DEVELOPMENT> SETTING CONTEXT: Ability to select appropriate and relevant information (excluding extraneous details) to set context.	INTRODUCTION PARAGRAPH Develop an effective and engaging introduction paragraph for your essay incorporating a hook, explanation, and thesis.	Meets expectations if: <ul style="list-style-type: none"> Hook is engaging and relevant Explanation successfully bridges hook and argument. Thesis is specific, well articulated, and the actual topic of the paper. *This tool should be used with students who already know their thesis. not as a tool to develop one. 1. Using the handout, do a think aloud in which you walk through the steps to develop an introduction paragraph. Think 2. Allow students to complete the handout independently. 3. Finish with a share, either class wide or between partners. Be sure to focus the work on the difference in style between argumentation and informational/ explanatory. The intentio
Standards:			
CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Additional Attachments:			
 Intro Handout			
40 mins	DEVELOPMENT > BODY PARAGRAPHS: Support judgments with substantial evidence and purposeful elaboration.	BODY PARAGRAPH OUTLINE Using your CER statements, write an outline for your body paragraph including (A) Topic Sentence; (B) Two Pieces of Textual Evidence with Sources; (D) Analysis; and (E) Summary.	<ul style="list-style-type: none"> Includes a clear topic sentence that states one of your reasons. Includes at least 2 pieces of textual evidence with sources. Includes a min. of 3 sentence analysis of the textual evidence, answering the questions ?so what? Includes a min. 2 sentence summary that connects the reason back to your claim. MODELING: 1. Distribute handouts of the sample outline to the students OR project the sample outline. 2. Read aloud the outline. 3. Ask students to turn and talk to the person sitting next to them - What is the topic sentence of the paragraph? What e does this relate to my CER statements? 4. Ask students to share out responses as a whole class. INDIVIDUAL PRACTICE: 1. Have students work individually to complete their outlines. 2. Ask students to share their outline with another classmate. Have each student grade their partner?s outline using the 3. Ask students to read aloud sections of their outline to the class. CLOSING: 1. Ask students to turn and talk to the person sitting next to them - What are the different components of a body paragrap 2. Ask students to share out responses as a whole class.
Standards:			
CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			

Analyzing Bias

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE
	Additional Attachments:  Sample Body Paragraph Outline.pdf  Body Paragraph-Student Work.pdf  Body Paragraph Outline.pdf  Body Paragraph Outline.doc		
50 mins	DEVELOPMENT > CONCLUDING PARAGRAPH: Draw a conclusion by synthesizing information.	SYNTHESIZING YOUR CLAIMS IN A CONCLUDING PARAGRAPH Write a concluding paragraph that synthesizes the information from your body paragraphs in a meaningful way. Share this with three peers for feedback.	Conclusion integrates the three elements: wrap up, restate thesis, resonating final thought. The conclusion needs to pull the ideas together. Provide students with the following criteria for developing a conclusion 1. Wrap up your points. Create a sentence or more that pulls together the ideas you have developed across your body paragraphs. 2. Restate your thesis in a new way. 3. Provide a resonating, final thought. Students will use these guidelines to develop their concluding paragraphs. These will be shared with two others for feedback.
40 mins	REVISION: Ability to refine text to enhance the flow of ideas through transitional words or phrases appropriate to text structure.	TRANSITIONS As you revise your essay, consider the following questions to guide your thinking: Are you paragraphs glued together with the appropriate transitions? Do they communicate to the reader the relationship between the ideas?	Work meets expectations if students revise their writing to: <ul style="list-style-type: none"> use transitions to indicate to the reader a strong relationship between ideas. 1. Provide student examples and understanding about when and how to use transitions using the UNC Writing Center's LOGICAL RELATIONSHIP TRANSITIONAL EXPRESSION Similarity: also, in the same way, just as ... so too, likewise, similarly Exception/Contrast: but, however, in spite of, on the one hand ... on the other hand, nevertheless, nonetheless, notwithstanding Sequence/Order: first, second, third, ... next, then, finally Time: after, afterward, at last, before, currently, during, earlier, immediately, later, meanwhile, now, recently, simultaneously Example: for example, for instance, namely, specifically, to illustrate Emphasis: even, indeed, in fact, of course, truly Place/Position: above, adjacent, below, beyond, here, in front, in back, nearby, there Cause and Effect: accordingly, consequently, hence, so, therefore, thus Additional Support or Evidence: additionally, again, also, and, as well, besides, equally important, further, furthermore Conclusion/Summary: finally, in a word, in brief, briefly, in conclusion, in the end, in the final analysis, on the whole, throughout 2. Read and discuss the resource (pdf version or online) having students highlight reasons for and how that resonate with their writing. 3. Give students time to add transitions to their own writing. Circulate. Pick a few exemplary revisions and have students share.
	Standards: CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
	Additional Attachments:  UNC Transition Handout  UNC Transition Handout		
10 mins	COMPLETION > FINAL DRAFT: Ability to submit final piece for a portfolio that meets expectations.	FINAL PIECE Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. None
	Standards: CCSS.ELA-LITERACY.CCRA.W.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, and audiences.		

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided