

**Unit 12.4: Then and Now**  
**English as a Second Language**  
**4 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student studies historical texts and current events to analyze and debate issues and to better understand the context at the root of the events. The student reads and writes about societal events and issues in, and affecting Puerto Rico, but also reads about current events in other parts of the world as well. The student examines the issues in various forms—texts, media, and technology. Also, he or she understands and debates cause and effect, writes essays, and participates in debates to demonstrate command of the issues and the English language.
<b>Transversal Themes:</b>	Facts, Concepts, Study skills, Technology, Knowledge
<b>Integration Ideas:</b>	Technology, History, Social Sciences, Multi-Culturalism

**Essential Questions (EQ) and Enduring Understandings (EU)**

**EQ1.** How does an awareness of current events inform opinions and affect our daily lives?

**EU1.** Exploration and understanding of current events provides an on-going way for students to examine their own views of society, belief systems, values, and biases.

**EQ2.** What are some of the major ethical/moral controversies in our society?

**EU2.** The most controversial moral and ethical dilemmas depend on your point of view and are evaluated based on analysis, cause, effect, history, politics, cultural perspective etc.

**EQ3.** How do we as readers and thinkers determine which texts/experts to believe and why?

**EU3.** Good readers and thinkers evaluate texts, critique ideas and depend on personal knowledge to verify, justify, and clarify their responses/judgments.

**Transfer (T) and Acquisition (A) Goals**

**T1.** The student will leave the class able to use the knowledge of current events to become a more informed citizen, better able to analyze and evaluate arguments, form opinions, debate issues, and stand up for what he/she believes in. The student will read and write informational texts to demonstrate his/her depth of understanding and ability to communicate with accurate and appropriate English.

*The student acquires skills to...*

**A1.** Listen and respond to, synthesize, explain, describe, support, and discuss information; answer and formulate closed and open-ended questions; listen to, classify, and prioritize information.

**A2.** Critically analyze closed and open-ended questions and answer with increasing knowledge.

**A3.** Determine two or more main ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis and be able to provide an objective summary of the text.

**A4.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>12.L.1</b>	Listen and interact with peers during class, group, and partner discussions, sustaining and building upon conversations on a variety of grade-appropriate academic, social, college, and career topics.
<b>12.L.1d</b>	Listen and respond to synthesize, explain, describe, support, and discuss information; answer and formulate closed and open-ended questions; listen to, classify, and prioritize information.
<b>Speaking</b>	
<b>12.S.2a</b>	Listen, discuss, and respond to complex instructions and information during group discussions.
<b>12.S.2c</b>	Critically analyze closed and open-ended questions and answer with increasing knowledge.
<b>12.S.5</b>	Apply language choices in different contexts for different purposes and audiences during speech deliverance.
<b>12.S.6</b>	Plan and deliver a variety of oral presentations and reports on social, academic, college, and career topics that present evidence and facts to support ideas using growing understanding of formal and informal registers.
<b>Reading</b>	
<b>12.R.1</b>	Evaluate, analyze, research/synthesize, and document inferences and conclusions drawn from in-depth critical reading of appropriate texts and viewing of multimedia (when available). Examine ideas, increasingly complex phenomena, processes, genre, and relationships within and across texts. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
<b>12.R.2I</b>	Determine two or more main ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>12.R.8</b>	Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
<b>12.R.9I</b>	Analyze seventeenth-, eighteenth-, and nineteenth-century documents of historical and literary significance (e.g. The Declaration of Independence) for their themes, purposes, and rhetorical features.
<b>Writing</b>	
<b>12.W.2</b>	Write college-level essays (e.g., argumentative, expository, compare and contrast, persuasive, and process), research papers, and film reviews with increasing independence and precision using appropriate text organization, expanding vocabulary, selection, organization, and analysis of content.
<b>12.W.4a</b>	Apply knowledge of direct/indirect quotations to strengthen writing.+
<b>12.W.7</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Language	
<b>12.LA.1c</b>	Understand the meaning of different verb tenses, modal auxiliaries, and word order in sentences, reported speech, questions, and phrases.+
<b>12.LA.1e</b>	Identify, analyze, synthesize, and use diverse syntactic and semantic language structures in context.+
<b>12.LA.3</b>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>12.LA.3a</b>	Apply the varied syntax rules for effect, consulting references for guidance as needed.
<b>12.LA.3d</b>	Apply knowledge of subjunctive mood.+
<b>12.LA.3h</b>	Apply knowledge of tag questions and direct/indirect questions.+
<b>12.LA.3l</b>	Apply knowledge of prepositions and prepositional phrases.+
<b>12.LA.4a</b>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> 12.L.1 12.L.1d 12.S.2a 12.S.2c 12.S.5 12.S.6 12.R.2I 12.R.8 12.R.9I 12.R.1 12.W.2 12.W.4a 12.W.7 12.LA.1c 12.LA.1e 12.LA.3 12.LA.3a 12.LA.3d 12.LA.3h 12.LA.3I 12.LA.4a</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ2/EU2 EQ3/EU3</p> <p><b>T/A:</b> A1, A2 A3</p>	<ul style="list-style-type: none"> <li>• Current events.</li> <li>• Different sources of information.</li> <li>• Cause and effect.</li> <li>• Conflict and resolution.</li> <li>• How to use appropriate language structure to analyze and evaluate issues.</li> <li>• How to debate current events.</li> <li>• How to analyze and determine conflict and resolution.</li> <li>• How to compare, contrast, evaluate, and critique two or more forms of writing on similar topics to write a critical essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Cause and effect</li> <li>• Conflict resolution</li> <li>• Critical essay</li> <li>• Critique, debate, evaluate, determine, analyze (academic vocabulary)</li> <li>• Debate (noun and verb)</li> <li>• Point of view</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Then and Now – Comparing Historical and Current Events</i></p> <ul style="list-style-type: none"> <li>• The student chooses a current event affecting Puerto Ricans and compares it to an historical event.</li> <li>• The student needs to research the historical event to find out the details about the event.</li> <li>• The student should note the causes and effects of both events and compare them. He/she should also compare the conflicts involved in the events.</li> <li>• The student shares his/her research and comparison with the class in the form of an oral presentation and poster.</li> <li>• The student is evaluated using a rubric.</li> </ul>	<p><i>Literacy Journals</i></p> <ul style="list-style-type: none"> <li>• Daily Quick-Writes</li> <li>• Reading Log – The student records titles and pages of books read individually. The teacher may choose to add response questions to the daily log or response questions that can be answered in the Response Log.</li> <li>• Reading Response Log – The student responds to what he/she reads individually and what he/she listens to in the read alouds in this section of the Literacy Journal.</li> <li>• Personal Word Wall – The student records new words learned throughout the unit.</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Compare and Contrast Two Forms of Text -- Historical Fiction and Current Events</i></p> <ul style="list-style-type: none"> <li>• The teacher reads an historical fiction novel about Puerto Rican history aloud to the class. The read-aloud novel and accompanying activities should be run concurrently with other lessons in the unit. The teacher should use this opportunity to demonstrate fluency in reading, to analyze and evaluate the issues, and to discuss cause and effect. If applicable, the teacher should lead the student in discussions or debates comparing events in the novel to current events in Puerto Rico.</li> <li>• The teacher reads aloud current event articles from newspapers and websites. This is an opportunity to start discussions and debates about current events. If possible, links should be made to historical events in Puerto Rico and around the world.</li> <li>• The student compares and contrasts the historical fiction novel read aloud (above) with another form of writing on the same topic (non-fiction, poem, memoir, etc.) to write a critical essay. (Tips on writing compare/contrast essay can be found here:</li> </ul>



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					<p><a href="http://www.bookrags.com/articles/5.html">http://www.bookrags.com/articles/5.html</a>; <a href="http://www.wiredprof.com/102/102assignments/crit1.htm">http://www.wiredprof.com/102/102assignments/crit1.htm</a>; <a href="http://grammar.about.com/od/c/g/criticalessayterm.htm">http://grammar.about.com/od/c/g/criticalessayterm.htm</a>.)</p> <ul style="list-style-type: none"><li>• The following questions should be answered through the essay:<ul style="list-style-type: none"><li>○ What are the differences between writing styles of the two pieces?</li><li>○ How is the information different in the fiction you read, compared to the other genre? How is it the same?</li><li>○ What kinds of information did you learn from fiction texts that you couldn't learn from the other genre?</li></ul></li><li>• The student can use attachment 12.4 Learning Activity – Comparing Genres Organizer to organize their essays.</li></ul>
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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b>            12.L.1            12.L.1d            12.S.2a            12.S.2c            12.S.5            12.S.6            12.R.2I            12.R.8            12.R.9I            12.R.1            12.W.2            12.W.4a            12.W.7            12.LA.1c            12.LA.1e            12.LA.3            12.LA.3a            12.LA.3d            12.LA.3h            12.LA.3I            12.LA.4a</p> <p><b>EQ/EU:</b>            EQ1/EU1            EQ2/EU2            EQ3/EU3</p> <p><b>T/A:</b>            A1, A3            A4</p>	<ul style="list-style-type: none"> <li>• Current events.</li> <li>• Different sources of information.</li> <li>• Cause and effect.</li> <li>• Conflict and resolution.</li> <li>• How to use appropriate language structure to analyze and evaluate issues.</li> <li>• How to debate current events.</li> <li>• How to analyze and determine conflict and resolution.</li> <li>• How to compare, contrast, evaluate, and critique two or more forms of writing on similar topics to write a critical essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Cause and effect</li> <li>• Conflict resolution</li> <li>• Critical essay</li> <li>• Critique, debate, evaluate, determine, analyze (academic vocabulary)</li> <li>• Debate (noun and verb)</li> <li>• Point of view</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Debatable Issue</b></p> <ul style="list-style-type: none"> <li>• The teacher provides the student with copies of an article from a current issue of a newspaper in English. The students should all have the same article.</li> <li>• The teacher assigns half of the class to the “pro” argument and the other half to the “con” argument. Using attachment 12.4 Performance Task – Debatable Issue, students record arguments for their side of the argument.</li> <li>• The student then notes arguments for the opposing side of the debate and writes possible rebuttals for those arguments.</li> <li>• As a whole class or in small groups, the students use their note sheets to debate the issue with their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal evidence of comprehension of topics during group work and class discussions</li> <li>• Cause and Effect graphic organizer (see attachment: 12.4 Learning Activity – Cause and Effect)</li> <li>• Problem/Solution Graphic Organizer – (see attachment: 12.4 Learning Activity – Problem Solution)</li> <li>• The student summarizes and/or presents a weekly news article</li> <li>• The student writes a Critical Essay comparing two genres on the same topic (See <i>Learning Activities</i>)</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Current Events Discussions and Debates</b></p> <p><b>Cause and Effect in the News</b></p> <ul style="list-style-type: none"> <li>• The teacher provides the student with the front page of a newspaper in English. (Note: If English newspapers are not available, stories written in Spanish are acceptable.) After the student has had a chance to skim the page, the student (or teacher) chooses an article to discuss. Using attachment 12.4 Learning Activity – Cause and Effect, the student explores the causes and effects of the events in the news article.</li> <li>• The student signs up ahead of time for a day to present a current events news story. On his or her assigned day, the student leads a class discussion about a current event he or she is interested in. The student should prepare a brief oral presentation explaining the situation and starting a class discussion. All of the students in the class should participate in the discussion and share their thoughts and opinions on the topic. For events that are especially controversial or exciting to the students, the teacher should follow up the discussion by facilitating a debate on the issue. (Note: If English</li> </ul>



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			<ul style="list-style-type: none"><li>The student is evaluated on his/her note sheet as well as on his/her performance in the debate.</li></ul>		newspapers are not available, stories written in Spanish are acceptable. Presentation and discussion should be held in English.)
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**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- **Sarah McCoy**
  - *The Time it Snowed in Puerto Rico*
- **Esmeralda Santiago**
  - *Conquistadora*
- **Avi**
  - *True Confessions of Charlotte Doyle*
- *List of historical fiction for teens (for comparing to current events): <http://info.infosoup.org/lists/TeenHistoricalFictionAll.asp?BooklistID=58>*
- *Two Ways of Seeing a River by Mark Twain (example of compare/contrast): <http://grammar.about.com/od/60essays/a/twowaysessay.htm>*
- *Literature Timeless Voices, Timeless Theme, Silver*
- **Hal Borland page 82 (First-Person Narrative)**
  - *Shooting Stars*
- **Garrison Keillor pages 84 (First-Person Narrative)**
  - *Something From the Sixties*
- **Jack London page 154 (Predict, Conflict with Nature)**
  - *Up the Slide*
- **Russell Freedman page 262 (Cause and Effect)**
  - *Emancipation from Lincoln: A Photobiography*
- **Walt Whitman pages 266 (Cause and Effect)**
  - *O Captain! My Captain!*
- **Juan A. A. Sedillo page 272 (Make Inferences, Resolution of a Conflict)**
  - *Gentleman of Rio en Medio*
- **Barbara A Lewis page 276 (Make Inferences, Resolution of a Conflict)**
  - *Saving the Wetlands*
- **William Bradford page 163 (Predict, Conflict With Nature)**
  - *The Pilgrims' Landing and First Winter*
- **Edgar Allan Poe page 542 (Predict, Suspense)**
  - *The Tell-Tale Heart*
- **Stephen Crane page 551 (Predict, Suspense)**



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- *An Episode of War*
- **Adrien Stoutenburg page 934 (Predict)**
  - *Hammerman*
- **John Henry page 940 (Predict)**
  - *Traditional*
- **Carl Sandburg page 944 (Predict)**
  - *Paul Bunyan of the North Woods*
- **Harold W. Felton page 946 (Predict)**
  - *Pecos Bill: The Cyclone*
- **Davy Crocket's Dream pages 952 (Predict)**
  - *Davy Crockett's Dream*
- *\*Because this is a current events unit, most readings will be current news stories in newspapers/magazines.*

**Additional Resources**

- Using the newspaper ---Teachers guide for using historical and information text with the newspaper—lessons and units provided:  
<http://www.nynpa.com/docs/nie/nimaterials/06TeachGuide1.pdf>
- Look up by Theme needed :
  - Nova: <http://www.pbs.org/wgbh/nova/>
  - Time Magazine: <http://www.time.com/time/archive>
  - National Geographic: <http://www.nationalgeographic.com/>
- Teachable Moment – teaching about current events: <http://www.teachablemoment.org/high.html>
- \*\*Today's Front Page (Front pages of 500+ different newspapers each day): <http://www.newseum.org/todaysfrontpages/>
- \*\*Great Ways to Teach Any Day's Times: <http://learning.blogs.nytimes.com/teaching-topics/teaching-topics-great-ways-to-teach-any-days-times/> (Worksheets and graphic organizers can be used with any newspaper.)
- Edgar Allen Poe Biography: <https://www.youtube.com/watch?v=J6liusT-Seo>
- Four Acts of Edgar Allan Poe's stories. (Act I: The Tell Tale Heart, Act II: The Sphinx, Act III: The Cask of Amontillado, Act IV: The Pit and The Pendulum):  
<https://www.youtube.com/watch?v=ZzyYzK94UU4>
- \*\*These resources will likely be invaluable during this unit. They both contain a wealth of helpful documents and information.

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## Performance Tasks

### *Debatable Issue*

- The teacher provides the student with copies of an article from a current issue of a newspaper in English. The students should all have the same article.
- The teacher assigns half of the class to the “pro” argument and the other half to the “con” argument. Using attachment 12.4 Performance Task – Debatable Issue, students record arguments for their side of the argument.
- The student then notes arguments for the opposing side of the debate and writes possible rebuttals for those arguments.
- As a whole class or in small groups, the students use their note sheets to debate the issue with their classmates.
- The student is evaluated on his/her note sheet as well as on his/her performance in the debate.

### *Then and Now – Comparing Historical and Current Events*

- The student chooses a current event affecting Puerto Ricans and compares it to an historical event.
- The student needs to research the historical event to find out the details about the event.
- The student should note the causes and effects of both events and compare them. He/she should also compare the conflicts involved in the events.
- The student shares his/her research and comparison with the class in the form of an oral presentation and poster.
- The student is evaluated using a rubric.

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**Suggested Sample Lessons**

- Genre Lesson – Historical Fiction: <http://www.readworks.org/lessons/grade5/riding-freedom/genre-lesson>
- Breaking News English: <http://www.breakingnewsenglish.com/>
- Sample lessons and video teaching examples on informational text and historical fiction: <http://www.learnnc.org/lp/multimedia/19273>
- A lesson on validating resources using the Underground Railroad as an example (good to meet standard on references and multimedia): <http://www.learnnc.org/lp/pages/4942?ref=search>
- Analyzing primary sources and identifying bias—this is content on Native Americans but can apply to other issues: <http://www.learnnc.org/lp/pages/2832?ref=search>
- Lessons on why and how to teach historical fiction: <http://www.scholastic.com/teachers/article/why-how-i-teach-historical-fiction>
- Using the newspaper – A teachers guide with lessons to teaching historical and information text: <http://nynpa.com/docs/nie/niematerials/06TeachGuide1.pdf>