ELA/ Literacy Unit Map Template

This is a Template. To make a copy that you can edit, please go to the **File Menu** and choose: **Make a Copy.** Please share your unit map with: [elaunitmaps@gmail.com](mailto:elaunitmaps@gmail.com) and your group members.

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| **Title of Unit** | “Letter from a Birmingham Jail” (Martin Luther King Jr.) |
| **Grade Level** | 9 |
| **Time** | 5 days |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Students will write a letter to Martin Luther King responding to the central idea in the letter, and describe an injustice they see in their own society. |
| **Targeted ELA/ Literacy CCSS** | 9-10.RI.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  9-10.RI.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| **Targeted Standards from**  **Other Content Areas (ex. Science, History/ Social Studies, etc.)** |  |
| **Targeted ELD Standards** | Grade 9 Part I  B.6a Explain ideas within text based on close reading  B.6b Explain inferences and conclusions drawn from close reading of grade level texts |
| **Big Ideas** | Students determine key ideas and narrative structure of text. and how it unfolds.  Students understand how rhetorical devices are used by author for purpose. |
| **Essential Questions** | How can the act of writing bring attention to injustice in the world? |
| **Content** | Central Ideas  Supporting ideas  Objective Summary  Author's point of view and purpose in relation to conflicting evidence or viewpoints  Rhetorical devices |
| **Skills** | Differentiate between main ideas and supporting ideas  Paraphrase main idea  Recognize the structural pattern in the text (i.e., sequencing, compare and contrast, position support, etc.)  Notice and analyze how text makes relationships between ideas  Investigate and assess the structure of text in a paragraph and how the role of particular sentences develop and clarify a key concept.    Indicate and describe the problem and solution presented in the text.  Explain how rhetorical devices support a key idea. |
| **Vocabulary**  **(Academic and Content)** | Ethos, Pathos, Logos  Historical background of language of race |
| **Activities** | 1. Listen to recording  2. Read and annotate on their own for central idea  3. Identify problem MLK addresses in letter  4.Group chunking-Poster  Summary of main idea (one sentence)  Key ideas that supported main idea  Rhetorical devices connected to key ideas  5. Ladder graphic organizer  -Each student will summarize main ideas of each “chunk” on the “rungs” of the ladder. Students will then explain the connection between ideas, identify transition words/phrases, and describe how the ideas change and develop between paragraphs.  6. Write letter to MLK |
| **Formative Assessments** | Group Posters on summary, key ideas, and rhetorical devices  “Ladder” graphic organizer |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_\_\_X\_ Communication  \_\_\_\_X\_ Collaboration  \_\_\_\_X\_ Creativity  \_\_\_X\_\_ Critical Thinking  \_\_\_\_\_ Research  \_\_\_\_\_ Technology  \_\_\_\_\_ Multimedia |
| **Reflection on Learning** | \_\_\_\_\_ Self-Assessment  \_\_\_X\_\_ Peer Assessment --Peer assess posters |
| **Resources**  **(print and multimedia)** | Letter from a Birmingham Jail |