

Mr. Chandler's Lesson Plan: <input checked="" type="checkbox"/> APE: Language & Composition		
Instructor Name: Mr. Douglas Chandler		Lesson Dates: January 7 through January 10
Class Location: Room 4004		
LESSON BASICS		
Meaningful Topic: The Fair, The Fire, and The Bomb Students will understand the roles that three major events in Chicago history played in the evolution of the city. Students will analyze and describe how the Great Chicago Fire changed the face of urban planning of the city. Students will also read and understand <i>The Devil in the White City</i> , and use this novel as a source to analyze the development of the city. Lastly, students will learn how the labor unions and workers' rights had a profound effect on the city and how the Haymarket Riot played an instrumental role in this development.	Student Types/Groups/Materials: <input type="checkbox"/> PIB <input checked="" type="checkbox"/> APE <input type="checkbox"/> LTF <input type="checkbox"/> 504 <input checked="" type="checkbox"/> College Prep <input type="checkbox"/> CollegeBoard <input type="checkbox"/> SpringBoard <input checked="" type="checkbox"/> Other: Various APE: Language workbooks Cognitive Skills: <ul style="list-style-type: none"> • Compare and contrast • Critical thinking • Evaluating arguments • Historical analysis • Interpretation • Making inferences and drawing conclusions • Map Skills • Problem-solving • Using primary sources • Visual analysis 	Instructional Methods: <input checked="" type="checkbox"/> Large Group <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Project-based <input checked="" type="checkbox"/> Independent Study <input type="checkbox"/> Computer-assisted <input type="checkbox"/> Conferences <input checked="" type="checkbox"/> Individualized <input type="checkbox"/> Guest Speaker <input checked="" type="checkbox"/> Other: https://sites.google.com/a/student.cms.k12.nc.us/the-devil-in-the-white-city/ Materials: <ol style="list-style-type: none"> Foundational Text: <ol style="list-style-type: none"> Erik Larson's <i>The Devil in the White City</i> APE Language exam foci: <ol style="list-style-type: none"> MCQs <ol style="list-style-type: none"> Types Form Content Free-Response Questions (FRQ): <ol style="list-style-type: none"> Synthesis essay Rhetorical analysis Argument <input type="checkbox"/> Handouts <input checked="" type="checkbox"/> Phone/ IPAD... <input checked="" type="checkbox"/> Projector <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Internet <input type="checkbox"/> Stickies <input type="checkbox"/> Other: Click here to enter text.
Depth of Knowledge: <input checked="" type="checkbox"/> 1. Recall and Reproduction Arrange Calculate Cite Define Describe Draw Explain Give examples Identify Illustrate Label Locate List Match Measure Name Perform Quote Recall Recite Record Repeat Report Select State Summarize Tabulate <input checked="" type="checkbox"/> 2. Skills and Concepts Apply Calculate Categorize Classify Compare Compute Construct Convert Describe Determine Distinguish Estimate Explain Extend Extrapolate Find Formulate Generalize Graph Identify patterns Infer Interpolate Interpret Modify Observe Organize Predict Relate Represent Show Simplify Solve Sort Use <input checked="" type="checkbox"/> 3. Short-term Strategic Thinking		

Appraise Assess Cite evidence Check Compare Compile Conclude Contrast Critique Decide Defend Describe Develop Differentiate Distinguish Examine Explain how Formulate Hypothesize Identify Infer Interpret Investigate Judge Justify Reorganize Solve Support

☐4. Extended Thinking

Appraise Connect Create Critique Design Judge Justify Prove Report Synthesize

GT Modifications:

☐**Flexible Grouping** - Students are put in groups that do not remain the same and the composition of the group is determined by interest, skill, learning style, or compacting.

☒**Choice Activities** - Many teachers build choice activities into their week to empower students. Students may be given product choices to demonstrate their learning process, choices to acquire information, or content choices where they determine a topic of study.

☒**High Level Questioning** - Classroom teachers ask specific questions which will train students to think on a higher level than basic knowledge or comprehension.

☒**Independent Study** - Student chooses a topic of interest that h/she is curious about and wants to discover more. Their research is guided by questions developed by the student with input from the classroom or differentiation teacher. Research is culminated by a product that is shared with class.

☒**Open-ended Questions** - Open ended questions have multiple answers or lead to other questions. These types of questions require a higher level of thinking rather than single answer questions.

APE: Language Big Ideas & Skills:

Unit 5

☒**RHS**

- 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- 2.B Demonstrate an understanding of an audience's beliefs, values, or needs.

☒**CLE**

- 3.A Identify and explain claims and evidence within an argument.
- 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- 4.A Develop a paragraph that includes a claim and evidence supporting the claim.
- 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

☒**REO**

- 5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- 5.C Recognize and explain the use of methods of development to accomplish a purpose.
- 6.A Develop a line of reasoning and commentary that explains it throughout an argument.
- 6.C Use appropriate methods of development to advance an argument.

Essential Questions:

1. What should be the roles, responsibilities, and priorities of governments?
2. Why do historians examine the same event and come to significantly different conclusions about the events' causes, consequences, and meanings?
3. What social opportunities and problems arise from an interconnected global economy?
4. How do past people, places, ideas, and events influence later generations?
5. How are diverse identities and cultures alike and different (Natives and Europeans)?
6. What does the way we interact with our environments reveal about our values and history (Land Rush and Railroads)?
7. How is our sense of who we are determined by who came before us? How does knowledge of history limit or broaden our potential (Historical names around us)?
8. In what ways do multiple perspectives better inform our understanding of history?
9. What is the government's responsibility to provide for the general welfare of its citizens (Chicago Fire, Great Plan)?

Enduring Understandings:

1. Investigation and analysis of interaction of early groups of humans and geography and how this led to the settling and development of Chicago
2. Investigation and analysis of the interactions between early settlers of Chicago and how they impacted the growth of the city.
3. The student describes different perspectives of historical figures, historians, present-day commentators, and public figures, and explains how their differing perspectives affect their perceptions and interpretations.

Foundation Text:

Required Vocabulary:

1. Ambivalent- (pg. 49) doubting, unsure of. "Initially he had been ambivalent about whether Chicago should even seek the world's fair."
2. Pensive- (pg. 50) calm and deep in thought, pondering. "I design with a view of quietly composed, soft, subdued pensive character, ..."
3. Eviscerating- (pg. 52) destroying, devastating, falling or breaking apart. "Earlier, a heat wave brutalized the city, killing seventeen people and neatly eviscerated Chicago's boats to Congress...."
4. Abysmal- (pg. 60) bad, terrible, wrong, being given away. "If it indeed marked the start of a true and deep financial panic of the timing was abysmal ."
5. Somnolent-(pg. 63) peaceful, secluded, away from people. "Minneapolis was small, somnolent, and full of Swedish and Norwegian farmers as charming as cornstalks."
6. Desist-(pg. 38) decide not to, to move away, left alone. "Two older children discovered Mudgett's fear and one day captured him and dragged him struggling and shrieking into the doctors office. Nor did they desist."
7. Crestfallen-(pg. 101) scares, very suspicious and odd. "When Holmes left them, they seemed crestfallen, their demeanor suddenly brittle and snappish."
8. Reticence-(pg. 104) what is left, thoughts or feelings. "He was aware of the lingering reticence of the eastern men and a tactic..."
9. Janissary-(pg. 105) servant, friend, supporter. "To him, Hunt was the janissary of a dead vernacular."
10. Obsequious-(pg. 131) nice or lenient, willing and understanding. "If he had once been obsequious to Richard Hunt and the eastern men, he was not now."
11. Imbroglios-(pg. 143) Inconveniently in the way, quickly done. "Simple matters, Burnham found, were imbroglios."
12. Tumult-(pg. 153) Commotion; raucous. "Beyond the exposition's eight-foot fence and it's two tiers of barbed wire, there was tumult"
13. Clangorous-(pg. 165) Loud, dirty or unpleasant. "An English heritage would explain his extraordinary charm and smooth manner so unusual in brutish, clangorous Chicago."
14. Intermittent-(pg. 190) Going in and out of life, chronic. "The intermittent depression that had followed him throughout his adult life was about to envelop him again."
15. Amalgam-(pg. 199) together, blend. "But he most looked for and was so very adept at sensing was that alluring amalgam of isolation, weakness, and need."
16. Ardor-(pg. 201) Care and lovingness; showing affection or adoration. "His visits to Boston became, fewer, though he still responded to her letters with the ardor of a lover."
17. Coffers-(pg. 206) Purses or pockets, places where money is kept. "money would be so plentiful it would come a runnin' up the hill to get into our coffers"
18. Factotum-(pg. 209) A right hand man, or someone who does a lot of work for someone. "The advice that rankled the most came from Ward McAllister, factotum and chief slipperlick to Mrs. William Astor, empress of New York society."
19. Lurid-(pg. 212) Terrible, horrible or unpleasant; unspeakable. "I think Rome at its worst had nothing on Chicago during those lurid days."

20. Impoverished-(pg. 247) Irresponsible, not paying attention; oblivious. "Chicago's small but vocal censorians feared that impoverished parents would turn the building into a depository for unwanted children"
21. Trestle-(pg. 265) A form of cart, or carriage on a train. "From the elevated trestle they saw the earthen floor of the arena and the amphitheater seating that surrounded it.
22. Equinoctial-(pg. 217) nostalgic (lost in time), whimsical. "One bright and fragrant spring day- as if on a wild equinoctial whim-"
23. Troika-(pg. 224) Variant or type. "Olmsted returned to Chicago accompanied by his usual troika of affliction and found the place galvanized, Burnham everywhere at once"
24. Quotidian-(pg. 236) journalistic, marketing, "written" work, advertising work. "But there was more quotidian work to be done as well."
25. Redolent-(pg. 236) wafting, smelling, scenting. "The carriages rolled past sitting Bull's cabin, the Lapland Village, the compound of the allegedly cannibalistic Dahomans, and, directly opposite, the California Ostrich farm redolent of simmering butter and eggs."
26. Mucid-(pg. 238) horrid or unpleasant, overpowering. "From the presidents vantage point the scene was festive and arise, but at ground level there was water and mud and the mucid sucking that accompanied any shift in position."
27. Latent-(pg. 287) sudden, unwilling. "On one ride a latent terror of heights suddenly overwhelmed an otherwise peaceful man named Wherritt."
28. Aplomb-(pg. 300) confident, hope. " The twenty-eight ostriches of the Midway ostrich farm bore the loss with their usual."
29. Inquest-(pg. 303) interest, activity. "The corner immediately convened an inquest, during which a jury heard testimony from Daniel Burnham."
30. Frivolous-(pg. 304) no purpose. "That the committee would review the expense of this ball and other Millet events as frivolous seemed certain."
31. Suffused-(pg. 305) surrounded, covered. "Was a young and suffused with a parish self-confidence that drew the attention of young women."
32. Furor-(pg. 311) excitement, eagerness. "And sought to whet the nation's appetite with editorial that first noted a rising furor within the Board of Managers over the belly dancers of Midway."
33. Mollifying-(pg. 325) to anger, frustrate. "Chamberlin was startled to see that Holmes's false warmth seemed to be mollifying the creditors."
34. Catafalque-(pg. 332) a structure or support for a casket. "A catafalque carrying Harrison's black casket led the cortege and was followed immediately by Harrison's beloved Kentucky mare."
35. Sombre-(pg. 333) gloomy, sad surroundings. "Beneath the stars the lake lay dark and sombre."
36. Cadaver-(pg. 340) a dead body. "Holmes admitted arranging the cadaver to suggest that Pitezal had died in an accidental explosion."
37. Proprietor-(pg. 346) an owner or manager. "Geyer showed his photographs ro the hotel's proprietor, a Mrs. Rodius, who recognized Holmes and Yoke but not the children."
38. Crenellated-(pg. 351) large and tall. "Holmes sat in his cell at Moyamensing Prison, a large turreted and crenellated building at Tenth and Reed streets, in south Philadelphia."
39. Pragmatic-(pg. 374) feelings or thoughts on a sensitive topic. "The fair taught men and women steeped only in the necessary to see that cities did not have to be dark, soiled, and unsafe bastions of the strictly pragmatic."
40. Similitude- (pg. 385) Similar to in shape, nature or form; alike something. "I believe fully that i am growing to resemble the devil- that the similitude is almost completed".- Herman Webster Mudgett "H.H. Holmes"

English III Standards

>>

E3.5 Fiction ⑧

Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

E3.2 Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

E3.7 Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

Connected Knowledge and Skills E3.12**Tools to Know – Comprehension****E3.5 Fig.19(B) make complex inferences about text and use textual evidence to support understanding****Ways to Show**

E3.2(A) (Across Genres) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition

E3.5(D) demonstrate familiarity with works by authors in American fiction from each major literary period

Author's Craft

E3.5(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction

E3.5(B) analyze the internal and external development of characters through a range of literary devices

E3.2(B) (Across Genres) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films

E3.2(C) (Across Genres) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting

E3.5(C) analyze the impact of narration when the narrator's point of view shifts from one character to another

E3.7(A) (Across Genres) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works

>> **E3.9 Expository** ⑧

Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.

E3.8 Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

E3.11 Procedural Texts. Students understand how to glean and use information in procedural texts and documents.

Connected Knowledge and Skills E3.12**Tools to Know – Comprehension**

E3.9 Fig.19(B) make complex inferences about text and use textual evidence to support understanding

Ways to Show

- E3.9(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion
- E3.9(D) (Across Genres) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence
- E3.11(A) (Across Genres) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts)
- E3.11(B) (Across Genres) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams

Author's Craft

- E3.8(A) (Across Genres) analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance
- E3.9(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns
- E3.9(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported

E3.3 Poetry

Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

E3.2 Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

E3.7 Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

Connected Knowledge and Skills E3.12

Tools to Know – Comprehension

E3.3 Fig.19(B) make complex inferences about text and use textual evidence to support understanding

Ways to Show

- E3.2(A) (Across Genres) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition

Author's Craft

- E3.2(B) (Across Genres) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films
- E3.2(C) (Across Genres) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting

E3.3(A)	analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry
E3.7(A)	(Across Genres) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works
E3.4 Drama Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. E3.2 Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. E3.7 Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Connected Knowledge and Skills E3.12	
Tools to Know – Comprehension	
E3.4 Fig.19(B) make complex inferences about text and use textual evidence to support understanding	
Ways to Show	
E3.2(A)	(Across Genres) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition
E3.4(A)	analyze the themes and characteristics in different periods of modern American drama
Author's Craft	
E3.2(B)	(Across Genres) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films
E3.2(C)	(Across Genres) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting
E3.7(A)	(Across Genres) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works

E3.6 Literary Nonfiction

Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.

E3.2 Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

E3.7 Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

Connected Knowledge and Skills E3.12

Tools to Know – Comprehension

E3.6 Fig.19(B) make complex inferences about text and use textual evidence to support understanding

Ways to Show

E3.2(A) (Across Genres) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition

Author's Craft

E3.2(C) (Across Genres) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting

E3.6(A) analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning

E3.7(A) (Across Genres) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works

E3.10 Persuasive

Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.

E3.8 Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

E3.11 Procedural Texts. Students understand how to glean and use information in procedural texts and documents.

Connected Knowledge and Skills E3.12

Tools to Know – Comprehension

E3.10 Fig.19(B) make complex inferences about text and use textual evidence to support understanding

Ways to Show

E3.11(A) (Across Genres) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts)

E3.11(B) (Across Genres) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams

Author's Craft

E3.8(A) (Across Genres) analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance

E3.10(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts

E3.10(B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations

TOOLS TO KNOW – Process

E3.1
Figure 19 **Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message.

E3.1(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words

Fig.19(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images)

TOOLS TO KNOW – Comprehension

Figure 19 Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message.

Fig.19(B) make complex inferences about text and use textual evidence to support understanding

SPIRAL STANDARDS – Foundational Language Skills

E3.1 **Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.

E3.1(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed

E3.1(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes

E3.1(C) infer word meaning through the identification and analysis of analogies and other word relationships

E3.1(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence

SPIRAL STANDARDS – Embedded Media

E3.12 **Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

E3.12(A)	evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts
E3.12(D)	evaluate changes in formality and tone across various media for different audiences and purposes
E3.12 Fig.19(B)	make complex inferences about text and use textual evidence to support understanding
E3.12(B)	evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media
E3.12(C)	evaluate the objectivity of coverage of the same event in various types of media
SPIRAL STANDARDS – Across Multiple Literary Genres	
E3.2 E3.7	Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.
E3.2(A)	analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition
E3.2(B)	relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films
E3.2(C)	relate the main ideas found in a literary work to primary source documents from its historical and cultural setting
E3.7(A)	analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works
E3.2 Fig.19(B)	make complex inferences about text and use textual evidence to support understanding
E3.7 Fig.19(B)	make complex inferences about text and use textual evidence to support understanding
SPIRAL STANDARDS – Across Multiple Informational Genres	
E3.8 E3.11	Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Procedural Texts. Students understand how to glean and use information in procedural texts and documents.
E3.8(A)	analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance
E3.11(A)	evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts)
E3.11(B)	translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams

E3.8 Fig.19(B) make complex inferences about text and use textual evidence to support understanding

E3.11 Fig.19(B) make complex inferences about text and use textual evidence to support understanding

Composition

E3.15 Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

E3.13 Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

E3.14 Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

E3.16 Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.

Readiness Standards – Expository Composition

E3.15(A) write an analytical essay of sufficient length that includes:

- (i) effective introductory and concluding paragraphs and a variety of sentence structures
- (ii) rhetorical devices, and transitions between paragraphs
- (iii) a clear thesis statement or controlling idea
- (iv) a clear organizational schema for conveying ideas
- (v) relevant and substantial evidence and well-chosen details
- (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources

E3.15(C) write an interpretation of an expository or a literary text that:

- (i) advances a clear thesis statement
- (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text
- (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
- (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text
- (v) anticipates and responds to readers' questions or contradictory information

E3.13(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning

E3.13(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases

E3.13(D) edit drafts for grammar, mechanics, and spelling

Non-Tested Standards

E3.13(A)	plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
E3.13(E)	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences
E3.14(A)	write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone
E3.14(B)	write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse)
E3.14(C)	write a script with an explicit or implicit theme, using a variety of literary techniques
E3.15(B)	write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals)
E3.15(D)	produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view

Revision	
E3.13	Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
Readiness Standards	
3.13(C)	revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases
Supporting Standards	
E3.15(A)	write an [analytical] essay of sufficient length
E3.16	write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:
(A)	a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs
(C)	an organizing structure appropriate to the purpose, audience, and context
(E)	demonstrated consideration of the validity and reliability of all primary and secondary sources used
(F)	language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)
Non-Tested Standards	
E3.16(B)	accurate and honest representation of divergent views (i.e., in the author's own words and not out of context)
E3.16(D)	information on the complete range of relevant perspectives
Editing	
E3.13	Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
Readiness Standards	
E3.13(D)	edit drafts for grammar, mechanics, and spelling
E3.17(B)	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)
E3.18(A)	correctly and consistently use conventions of punctuation and capitalization
E3.19(A)	spell correctly, including using various resources to determine and check correct spellings
Supporting Standards	
E3.17(A)	use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases)

ACTIVITY PLAN

No school

- January 6, 2020
- Objectives:
- Warm-Up:
- Activities:
- Closure:
- Assessments or Checks for Understanding:

January 7, 2020

- **Objectives:** We will analyze how the author unfolds analysis or series of ideas or events including the order in which the points are made, how they are introduced, and developed and connections drawn between them. I will analyze author's ideas and development.
- **Warm-Up:** MCQ form & content questions (factual, technical, analytical, inferential) {2}
- **Activities:** Welcome, review class structure and new introductions of course, Larson book, chosen research topic, website postings
- **Closure:** N/A
- **Assessments or Checks for Understanding:** Submission of OERs, worksheets, annotations, and sticky note reflections.
- **Homework:** Have pages 0 – 35 completed by Monday, January 13th

January 8, 2020

- **Objectives:** We will analyze how the author unfolds analysis or series of ideas or events including the order in which the points are made, how they are introduced, and developed and connections drawn between them. I will analyze author's ideas and development.
- **Warm-Up:** Factual MCQ (antecedent, power) {3}
- **Activities:** Postings: Thesis Statements {30, 34, 46-48}
- **Closure:** Technical MCQ (rhetorical devices) {4}
- **Assessments or Checks for Understanding:** Submission of OERs, worksheets, annotations, and sticky note reflections.
- **Homework:** Have pages 0 – 35 completed by Monday, January 13th

January 9, 2020

- **Objectives:** We will analyze how the author unfolds analysis or series of ideas or events including the order in which the points are made, how they are introduced, and developed and connections drawn between them. I will analyze author's ideas and development.
- **Warm-Up:** Analytical MCQ (point-of-view, diction) {5}
- **Activities:** Postings: Diction {35, 45},
- **Closure:** Inferential MCQ (inference) {6}
- **Assessments or Checks for Understanding:** Submission of OERs, worksheets, annotations, and sticky note reflections.
- **Homework:** Have pages 0 – 35 completed by Monday, January 13th

January 10, 2020

- **Objectives:** We will analyze how the author unfolds analysis or series of ideas or events including the order in which the points are made, how they are introduced, and developed and connections drawn between them. I will analyze author's ideas and development.
- **Warm-Up:** All/ Except MCQ {7}
- **Activities:** Postings: Syntax {36-44}
- **Closure:** Excerpt Effect MCQ {8}
- **Assessments or Checks for Understanding:** Submission of OERs, worksheets, annotations, and sticky note reflections.
- **Homework:** Have pages 0 – 35 completed by Monday, January 13th

*All warm-ups & closures are from APE: Language workbook. Topical MCQ (subtopics) {#}

** Posting are from APE: Language workbook. Topic {lesson #}

Table of Contents

Evils Imminent (A Note) /xi

Prologue: Aboard the Olympic /1

Part I: Frozen Music /9

Part II: An Awful Fight /111

Part III: In the White City /233

Part IV: Cruelty Revealed /337

Epilogue: The Last Crossing /371

Notes and Sources /391

Bibliography /425

Acknowledgments /431

Illustration Credits /433

Index /435

8 Week Prospected Foundational Text beginning January 13, 2020

Day 1 - Introduce Unit	Day 2 - Review Unit	Day 3 - Review Unit	Day 4 - Review Unit	Day 5 - Quiz
Review Chapter Abstracts up to Part 1, Prologue Part 1, The Black City Students Read Aloud in Class Homework Assignment: Read through Part 1, The Trouble Has Just Begun Part 1, The Necessary Supply	Review Chapter Abstracts up to Part 1, The Trouble Has Just Begun Part 1, The Necessary Supply Daily Lesson 1 1 In-Class Handout Homework Assignment: Read through Part 1, Becomingness Part 1, Don't Be Afraid and complete the Daily Lesson	Review Chapter Abstracts up to Part 1, Becomingness Part 1, Don't Be Afraid Review Homework Daily Lesson 2 Fun Activity 1 Homework Assignment: Read through Part 1, Pilgrimage Part 1, Hotel for the Fair and complete the Daily Lesson	Review Chapter Abstracts up to Part 1, Pilgrimage Part 1, Hotel for the Fair Review Homework Daily Lesson 3 1 In-Class Handout Homework Assignment: Read through Part 1, Landscape of Regret Part 1, Vanishing Point	Review Chapter Abstracts up to Part 1, Landscape of Regret Part 1, Vanishing Point Quiz Fun Activity 2 Students Read Aloud in Class Homework Assignment: Read through Part 1, Alone Part 2, Convocation
Day 6 - Review Unit	Day 7 - Review Unit	Day 8 - Quiz	Day 9 - Review Unit	Day 10 - Review Unit
Review Chapter Abstracts up to Part 1, Alone Part 2, Convocation Daily Lesson 4 Fun Activity 3 Homework Assignment: Complete the Daily Lesson	Review Homework Daily Lesson 5 1 In-Class Handout Students Read Aloud in Class Homework Assignment: Read through Part 2, Cuckolding Part 2, Vexed and complete the Daily Lesson	Review Chapter Abstracts up to Part 2, Cuckolding Part 2, Vexed Quiz Review Homework Daily Lesson 6 Students Read Aloud in Class Homework Assignment: Read through Part 2, Remains of the Day Part 2, A Gauntlet Dropped and complete the Daily Lesson	Review Chapter Abstracts up to Part 2, Remains of the Day Part 2, A Gauntlet Dropped Review Homework Daily Lesson 7 Fun Activity 4 1 In-Class Handout Homework Assignment: Read through Part 2, The Angel from Dwight Part 2, Dedication Day	Review Chapter Abstracts up to Part 2, The Angel from Dwight Part 2, Dedication Day Fun Activity 5 1 In-Class Handout Homework Assignment: Read through Part 2, Prendergast Part 2, I Want You At Once
Day 11 - Review Unit	Day 12 - Quiz	Day 13 - Review Unit	Day 14 - Review Unit	Day 15 - Quiz
Review Chapter Abstracts up to Part 2, Prendergast Part 2, I Want You At Once Daily Lesson 8 Students Read Aloud in Class Homework Assignment: Read through Part 2, Chappell Redux Part 2, The Cold-Blooded Fact and study for the quiz	Review Chapter Abstracts up to Part 2, Chappell Redux Part 2, The Cold-Blooded Fact Quiz Daily Lesson 9 Fun Activity 6 Homework Assignment: Read through Part 2, Acquiring Minnie Part 2, Dreadful Things Done By Girls and complete the Daily Lesson	Review Chapter Abstracts up to Part 2, Acquiring Minnie Part 2, Dreadful Things Done By Girls Review Homework Daily Lesson 10 1 In-Class Handout Homework Assignment: Complete the Daily Lesson	Review Homework Daily Lesson 11 Fun Activity 7 Homework Assignment: Read through Part 2, The Invitation Part 2, Final Preparations and complete the Daily Lesson	Review Chapter Abstracts up to Part 2, The Invitation Part 2, Final Preparations Quiz Students Read Aloud in Class Fun Activity 8 Homework Assignment: Read through Part 3, Opening Day Part 3, The World's Fair Hotel and complete the Daily Lesson
Day 16 - Review Unit	Day 17 - Review Unit	Day 18 - Review Unit	Day 19 - Review Unit	Day 20 - Mid Unit Test
Review Chapter Abstracts up to Part 3, Opening Day Part 3, The World's Fair Hotel	Review Chapter Abstracts up to Part 3, Prendergast Part 3, Night is the Magician	Review Chapter Abstracts up to Part 3, Modus Operandi Part 3, One Good Turn	Review Chapter Abstracts up to Part 3, Nannie Part 3, Vertigo Review Homework	Test Homework Assignment: Assign an essay, due on day 38

Daily Lesson 12 Fun Activity 9 Homework Assignment: Read through Part 3, Prendergast Part 3, Night is the Magician and complete the Daily Lesson	Review Homework Daily Lesson 13 1 In-Class Handout Students Read Aloud in Class Homework Assignment: Read through Part 3, Modus Operandi Part 3, One Good Turn	Review Homework Daily Lesson 14 1 In-Class Handout Fun Activity 10 Homework Assignment: Read through Part 3, Nannie Part 3, Vertigo and complete the Daily Lesson	1 In-Class Handout Review for the test Homework Assignment: Study for the test	
Day 21 - Review Unit	Day 22 - Review Unit	Day 23 - Review Unit	Day 24 - Review Unit	Day 25 - Quiz
Daily Lesson 15 Review the test Homework Assignment: Read through Part 3, Heathen Wanted Part 3, At Last	Review Chapter Abstracts up to Part 3, Heathen Wanted Part 3, At Last Daily Lesson 16 1 In-Class Handout Homework Assignment: Complete the Daily Lesson	Review Homework Daily Lesson 17 Fun Activity 11 Homework Assignment: Read through Part 3, Rising Wave Part 3, Independence Day and complete the Daily Lesson	Review Chapter Abstracts up to Part 3, Rising Wave Part 3, Independence Day Review Homework Fun Activity 12 Homework Assignment: Read through Part 3, Worry Part 3, Claustrophobia	Review Chapter Abstracts up to Part 3, Worry Part 3, Claustrophobia Quiz Daily Lesson 18 Fun Activity 13 Homework Assignment: Read through Part 3, Storm and Fire Part 3, Love and complete the Daily Lesson
Day 26 - Review Unit	Day 27 - Review Unit	Day 28 - Review Unit	Day 29 - Review Unit	Day 30 - Mid Unit Test
Review Chapter Abstracts up to Part 3, Storm and Fire Part 3, Love Review Homework Daily Lesson 19 Homework Assignment: Read through Part 3, Freaks Part 3, Prendergast and complete the Daily Lesson	Review Chapter Abstracts up to Part 3, Freaks Part 3, Prendergast Review Homework Daily Lesson 20 1 In-Class Handout Students Read Aloud in Class Homework Assignment: Read through Part 3, Toward Triumph Part 3, Departures and complete the Daily Lesson	Review Chapter Abstracts up to Part 3, Toward Triumph Part 3, Departures Review Homework Daily Lesson 21 Fun Activity 14 Homework Assignment: Read through Part 3, Nightfall Part 3, The Black City and complete the Daily Lesson	Review Chapter Abstracts up to Part 3, Nightfall Part 3, The Black City Review Homework Daily Lesson 22 1 In-Class Handout Homework Assignment: Study for the quiz	Quiz Fun Activity 15 Homework Assignment: Read through Part 4, Property of Holmes Part 4, Moyamensing Prison
Day 31 - Review Unit	Day 32 - Review Unit	Day 33 - Review Unit	Day 34 - Review Unit	Day 35 - Quiz
Review Chapter Abstracts up to Part 4, Property of Holmes Part 4, Moyamensing Prison Daily Lesson 23 Students Read Aloud in Class Homework Assignment: Read through Part 4, The Tenant Part 4, A Lively Corpse	Review Chapter Abstracts up to Part 4, The Tenant Part 4, A Lively Corpse Daily Lesson 24 Fun Activity 16 Homework Assignment: Read through Part 4, All the Weary Days Part 4, Malice Aforethought and complete the Daily Lesson	Review Chapter Abstracts up to Part 4, All the Weary Days Part 4, Malice Aforethought Review Homework Daily Lesson 25 1 In-Class Handout Homework Assignment: Read through Epilogue, The Fair Epilogue, Recessional and complete the Daily Lesson	Review Chapter Abstracts up to Epilogue, The Fair Epilogue, Recessional Review Homework Daily Lesson 26 Fun Activity 17 Homework Assignment: Read through Epilogue, Holmes	Review Chapter Abstracts up to Epilogue, Holmes Quiz Students Read Aloud in Class Daily Lesson 27 Fun Activity 18 Homework Assignment: Read through Epilogue, Aboard The Olympic and complete the Daily Lesson
Day 36 - Review Unit	Day 37 - Review Unit	Day 38 - Review Unit	Day 39 - Review Unit	Day 40 - Final Test
Review Chapter Abstracts up to	1 In-Class Handout	Collect essay assignments Daily Lesson 29	Review Homework Daily Lesson 30 1 In-Class Handout	Test

Epilogue, Aboard The Olympic Review Homework Daily Lesson 28 Fun Activity 19 Homework Assignment: Complete the Daily Lesson	Homework Assignment: Finish the essay	Fun Activity 20 Homework Assignment: Complete the Daily Lesson	Review for the test	
--	--	--	---------------------	--

Research Project: Synthetical Paper

1. Biographical/ Foretelling
2. Era
3. SK category
4. Modus operandi
5. Law enforcement
6. Psychological
7. Sociological
8. Religious
9. Criminology
10. Crime Scene
11. Personal insights