

Unit 1

Course Overview

Overview and Rationale:

The goal of both English units in this course is to help students be prepared for the kind of reading and writing tasks that are common in college English classes. The first unit involves students in reading Nicholas Carr's informational text, *The Shallows: What the Internet is Doing to Our Brains* as well as a number of related supplemental texts. Students will examine the central text for its argument structure and will evaluate the sources and evidence used to support its argument. Students will learn to write in the genre of rhetorical précis, which involves summarization and an understanding of tone, audience and author purpose. Students will study content-rich vocabulary pulled from the central text and will learn important word-learning strategies, including deciphering meaning from context, prefix/suffix/root word study, and figurative, denotative and connotative meanings. The conclusion of the unit will involve students in collecting evidence for a stance-based synthesis essay on a topic/quote drawn from the central text, and using the central text, supplemental texts, and other sources found through library research to support their synthesis writing.

Essential Question:

How is the exponential increase of information that we process in all forms of media affecting the way we live?

Unit Objectives:

1. Students will be able to recognize the disciplinary constructs that influence how reading and writing take place in English classes.
2. Students will develop reading endurance or the ability to read lengthy complex texts independently.
3. Students will be able to summarize complex texts and to see structural and/or organizational patterns, such as the structure of an essay, in those texts.
4. Students will be able to do close readings of complex texts. This involves inferencing as well as the ability to read critically and to distinguish between what is in the text (plot, information, etc.) and the larger picture (theme, connection to society, etc.).
5. Students will be able to read multiple texts, including non-print texts, and compare their content, style and genre.
6. Students will be able to synthesize two or more texts and to use information from those texts to write a synthesis essay.
7. Students will study content-rich vocabulary pulled from the central text.

Week 1

Lesson 1: The Impact of Noise: A Gateway Activity

1. Students will participate in a survey on the reading and writing they have typically done in English classes, their Internet use and multitasking.
2. Students will be introduced to the notion of disciplinary literacy in English classes, as well as the purpose and the goals of the course.
3. Students will examine the first three paragraphs of the prologue, in order to understand how Carr sets up his argument for technology changing the way people think.
4. Students will develop a definition for *net enthusiasts* and *net skeptics*, using information pulled from the context of the prologue and dictionary definitions. Students will complete a reading log for the prologue.
5. Students will participate in a multitasking experiment. Students will analyze the results of the experiment, develop a class definition of multitasking and discuss connections to Carr's argument.
6. Students will view a short video excerpt of an interview with researcher Clifford Nass on multitasking, then read and annotate an edited transcript of the interview. Students will refine their definition of multitasking and summarize Nass's research.
7. Students will participate in a wrap-up discussion.
8. Students will receive teacher modeling of the assigned homework activities, which includes a reading log for Chapter One. Students should complete the reading log during the remainder of class or for homework.

Week 2

Lesson 2: The Rhetorical Précis as a Summarization Tool

1. Students will use their reading logs to examine the argument/claim/evidence structure for Chapter One and to evaluate whether or not Carr's claim and sources seem convincing to them.
2. Students will be introduced to the rhetorical précis structure and the purpose of the genre, with a focus on developing a four-sentence summary of essential information: identifying information, main point, evidence, conclusions drawn, audience and tone.
3. Students will read an article by Robert Marzano entitled "Summarizing to Comprehend" and will examine a sample rhetorical précis for the article.
4. Students will work with a partner or small group to write a rhetorical précis of pages five to 10 of Chapter One and will examine the précis written in class, making revisions as necessary.
5. Students will be assigned to read Chapter Two for homework or during the remainder of class. As they read, they will complete the reading log in their academic notebooks for this section of the text and vocabulary work as assigned.

Lesson 3: Vital Paths

6. Students will debrief the process of writing a rhetorical précis.
7. Students will be introduced to the culminating project for this unit, including the definition and purpose of a synthesis essay, and will begin examining the three choices of quotes for their response to this project.
8. Students will examine content-rich vocabulary pulled from Chapter Two. They will then participate in a process of teaching the words to other students, sorting them into categories and developing rationales for those categories.
9. Students will write one-sentence statements of Carr's argument in Chapter Two and will evaluate their statements. As a whole, the class will develop a concept map of the evidence Carr presents in Chapter Two and will examine the types of evidence Carr provides and evaluate the effectiveness of each type of evidence.
10. Students will make predictions for the content that will be presented in Chapter Three. Students will be assigned to read Chapter Three for homework or during the remainder of class. As they read, they will complete the reading log in their academic notebooks for Chapter Three and vocabulary work as assigned.

Week 3

Lesson 4: The Mind, the Page and an Argument

1. Students will examine vocabulary from Chapter Three. Students will participate in a process of teaching the words to other students, sorting words into categories and developing rationales for those categories.
2. Students will participate in a discussion of the concepts found in Chapter Three and the development of one-sentence claims for the chapter.
3. Students will receive teacher modeling of annotation on the opening paragraphs of Chapter Four and will be assigned to complete the reading and annotation of Chapter Four, the reading log and vocabulary work for this chapter.
4. Students will participate in a whole-class discussion of Chapter Four and will read excerpts from writings by Benjamin Franklin, Ralph Waldo Emerson and Frederick Douglass. Students will examine those readings to determine the main idea, connections with each other and connections with Carr's argument.
5. Students will receive teacher modeling of synthesis writing and will begin reading Chapter Five, noticing synthesis techniques within the opening paragraphs. Students will be assigned to complete their reading of Chapter Five, along with the reading log and vocabulary work for the chapter.

Lesson 5: The Internet, Books and Our Brains

1. Students will begin examination of Chapter Five by tracing the development of the Web as a medium using a timeline or other graphic organizer.
2. Students will read a short *Time* magazine article entitled "You" and participate in a discussion comparing the article's tone to Carr's.

Week 4

Lesson 5: The Internet, Books and Our Brains (continued)

1. Students will read a blog post by Clay Shirky that addresses the impact of the Internet on newspaper publishing and will highlight quotes in that blog post that may relate to their chosen quote for the synthesis essay.
2. Students will learn how to embed quotes in a sentence and will practice embedding the quotes they have selected in a sentence of their own.
3. Students will learn a note taking strategy, using a modified version of the Cornell Notes system with the opening paragraphs of Chapter Six in the Carr text.
4. Students will be assigned to read Chapters Six and Seven, to complete reading logs for both chapters and to do vocabulary work for both chapters.
5. Students will choose the most convincing evidence from Chapters Six and Seven for the statement, "the Internet is changing the way people read and write books." They will then practice embedding the most convincing quote found in a sentence and will participate in a discussion focusing on information from Chapters Six and Seven.
6. Students will study both teacher- and student-selected vocabulary words. They will participate in a process of teaching the words to other students, sorting words into categories and developing rationales for those categories.
7. Students will review contextual information and dictionary information for the word *algorithm* in preparation for their reading of Chapter Eight.
8. Students will be assigned to read Chapter Eight and to complete the reading log and vocabulary work for this chapter, either for homework or during the remainder of class.

Lesson 6: The Alienating Potential of Technology

9. Students will work with a partner or small group to write and revise a synthesis paragraph of the strongest evidence Carr uses, related to a quote from Chapter Eight, which was read for homework.
10. Students will read and annotate a blog by Scott Karp, entitled "The Evolution from Linear Thought to Networked Thought," and will write and revise a rhetorical précis on the blog.
11. Students and teacher will participate in a discussion pulling information from Karp's blog to connect to the three quotes for the synthesis essay.
12. Students will be introduced to Chapter Nine through a close examination of the opening paragraphs and will be assigned to read Chapter Nine and to complete the reading log and vocabulary work on the chapter for homework or during the remainder of class.
13. Students will use their reading logs and the text to find a quote from the chapter that most clearly states Carr's argument and to outline the evidence Carr presents. The students will then participate in a discussion of this evidence and the counter-arguments that might be made.
14. Students will be introduced to the concept of *alienation*, will be assigned to read Chapter 10 and complete the reading log and vocabulary work on the chapter for homework or during the remainder of class.

Week 5

Lesson 6: The Alienating Potential of Technology (continued)

1. Students will participate in a discussion to examine Carr's final statement of the book and connect that statement to the three quotes for the synthesis essay, as well as to develop counter-arguments.
2. Students will study both teacher- and student-selected vocabulary words from Chapters Eight to 10. They will participate in a process of teaching the words to other students, sorting words into categories and developing rationales for those categories.

Lesson 7: Drafting and Presentation

1. Students will participate in a review of the synthesis essay assignment and of the quotes to which they will respond in their synthesis essay.
2. Students will develop a timeline for their writing project.
3. Students will review the writing they have done in their academic notebooks looking for information that could be used to support their synthesis essay thesis statement.
4. Students will take note of holes in their evidence and work in the library or media center to obtain additional sources and evidence.
5. Students will create a summary paragraph for their synthesis essay, create an outline and write a draft.
6. Students will create and present a three-minute presentation to a small group on their stance and the evidence they have to support their stance.

Week 6

Lesson 8: Synthesis Writing

1. Students will receive peer and teacher feedback on their presentations.
2. Students will receive teacher feedback on the synthesis essay drafts, including feedback on the structure of the synthesis essay, thesis statement, transitions, citing and embedding source materials and mechanics/ grammar/spelling.
3. Students will receive instruction on specific writing issues related to the rough drafts.
4. Students will read both teacher and peer feedback and look for patterns to apply to their drafts.
5. Students will receive instruction on the revision and editing process.
6. Students will receive modeling on how to provide helpful peer feedback, focused on the structure of the synthesis essay, thesis statement, transitions, citing and embedding source materials and mechanics/grammar/spelling.
7. Students will work with a partner to do a final proofing and editing of their drafts using peer conferring.

Unit 1

Course Overview

Overview and Rationale:

In this unit, students are introduced to disciplinary literacy in the sciences. Students will learn strategies for reading multiple types of text including science textbooks, research articles and news articles. They will also learn a variety of ways to write about science from personal reflection to public consumption and to comprehend science information in multiple representations including animations, diagrams, charts and tables.

Note for Version 2a: The latest science unit revisions are intended to provide a more focused approach to using disciplinary literacy to understand science texts as preparation for research. In an effort to make this unit more literacy-based, the science-related activities requiring teachers to have a stronger background in the sciences have been replaced or removed. Students still need to read and comprehend the “hard science” texts and apply their knowledge to produce written assignments. The revised science units will concentrate on strategies to read and comprehend a variety of complex science texts and use the information to research and create an authentic product. Teachers should prepare for teaching the science units by pre-reading the textbook excerpts to understand the terminology and explanations. If necessary, we encourage you to seek assistance from science colleagues if you are unclear about a reading or details from a text.

How to Use This Unit:

We have designed this unit to be somewhat flexible. The pacing guide is based on 250 minutes of instruction per week. Lessons are not based on specific instructional minutes; they are designed conceptually. Thus, one lesson may run for 50 minutes and another 250 minutes. For each lesson you will find a list objectives and goals as well as a listing of activities and resources needed.

Students will use the academic notebook during each lesson. This notebook will provide a means to record notes, vocabulary and complete lesson activities. Thus, it will serve as a way to assess student learning. Students should be encouraged to add to their vocabulary collection each week. Additionally, students should complete the weekly reflections in the academic notebook to think about both the science and the literacy skills they are learning.

For each lesson objective you will find a formative evaluation rubric to assess student progress during each activity. We suggest that you assign a point value to each of these assessments to encourage students to complete each activity, participate in discussions and group work, and complete assignments in the Academic Notebook. These points should “count” toward their grade in the course and serve as regular reinforcement and reward for completing activities both in and outside of the class.

Unit Objectives:

1. Students will develop skills to critically examine science claims using multiple sources of information.
2. Students will understand the processes involved in evaluating science claims.
3. Students will learn about the components of science literacy.
4. Students will learn strategies for approaching both general and discipline specific vocabulary.
5. Students will explain the processes involved reading in the sciences.
6. Students will integrate ideas from lecture, lab, and text.
7. Students will transform science information from visual to written form and vice versa.
8. Students will summarize, analyze and verbalize scientific stances.
9. Students will write informative and explanatory texts citing specific examples, using data-driven information and concrete details.

Week 1

Lesson 1: Evaluating Science Claims (210 minutes)

1. Students will be introduced to the course and to the idea of disciplinary literacy. They will learn to look for long noun phrases and multiple representations in science text.
2. Students will participate in our gateway activity on evaluating science claims. They will watch a video on an energy drink, read two text excerpts and one article abstract on an energy drink. They will use guiding questions to introduce them to the ways to evaluate science claims in the news by examining scientific evidence.
3. Students will compare and contrast the claims by creating a chart of their findings.
4. Students will be introduced to the final project where they will create an informational pamphlet about a nutrition topic.
5. Students will view sample pamphlets and discuss the element of effective pamphlets.

Lesson 2: Close Reading in the Sciences: Nutrition (125 minutes)

1. Students will learn about and practice close reading with a college-level science text and respond to text dependent questions.
2. Students will learn the annotation strategy of text marking as a way to read closely and monitor comprehension of text.
3. Students will learn about how to approach both general and discipline-specific vocabulary using prefixes, roots and suffixes.
4. Students will reflect on the processes involved while reading in the sciences.

Week 2

Lesson 3: Analogies in Science (125 minutes)

1. Students will begin to learn the concept of transforming science information. They will use a model of enzymes as puzzle pieces to understand the complexity of activation energy and induced fit.

2. Students will continue to read and annotate excerpts from the biology text.
3. Students will apply the concepts they learned about enzymes to solve and explain a case study on enzyme deficiency.
4. Students will complete the weekly reflection.

Week 3

Lesson 4: Transforming Science Information (100 minutes)

1. Students will read and annotate an article about counting calories.
2. Students will read and annotate an excerpt from Chapter 5 of the biology text on transport across membranes. They will focus on understanding how the concepts function.
3. To aid their understanding, they will view animations of the science processes as they read.
4. Students will learn to transform animations from visual to text and back to a visual representation.
5. Students will apply the principles of transformation of information to a static diagram in the text.

Lesson 5: Synthesizing Knowledge Gained from Text Part 1 (75 minutes)

1. Students will read an article on BMI.
2. Students will begin to investigate a variety of health disorders.
3. Students will learn to take notes using the Cornell Method.
4. Students will take notes on a lecture about insulin.
5. Students will synthesize their knowledge on the complexity of calories by working in groups discussing reasons why counting calories may not be enough to maintain health.

Week 4

Lesson 6: Taking Science Quizzes (175 Minutes)

1. Students will be introduced to the concept of group quizzes as a way of learning and discussing science concepts at deeper levels.
2. Students will generate their own quiz review using two strategies—talk-throughs and reciprocal questioning—using materials and readings from the biology text.
3. Using the strategies developed during week three, students will conduct the quiz review in small groups in class.
4. Students will take the quiz. First they will take it individually and then in their small group.
5. Students will reflect on the quiz, addressing both their learning and their conceptual understanding.
6. Students will complete the weekly reflection.

Week 5

Lesson 7: Introduction to Science Research (75 minutes)

1. Students will learn the elements of reading scientific articles.
2. Students will learn strategies for conducting library searches.
3. Students will go to the library to research their topic.

Lesson 8: Research and Writing in Science Part 1 (100 minutes)

1. Students will take notes from science articles.
2. Students will create an outline of the pamphlet.
3. Students will complete the weekly reflection.

Week 6

Lesson 8: Research and Writing in Science Part 2 (150 minutes)

4. Students will create an outline of the pamphlet.
5. Students will work on drafting, developing and editing their final project.

Lesson 9: Final Project Presentations (100 minutes)

1. Students will present the pamphlets to the class.
2. Students will have time for any state/local assessments.

Course Overview

Overview and Rationale:

This unit will focus on the United States and foreign affairs during the 1960s, and, specifically, The Vietnam War. Students will be reading longer and more difficult texts as they complete the unit, and they will complete two major writing assignments: an essay focusing on a Document-Based Question (DBQ) and an argumentative essay based on a review of several documents and sources.

Unit Objectives

1. Students will engage in close readings of complex historical texts.
2. Students will read multiple documents from different perspectives about the same events.
3. Students will use the disciplinary reading strategies in history of sourcing, contextualization and corroboration to make meaning from multiple perspectives on history.
4. Students will make claims and engage in evidence-based argumentation about events in writing.
5. Students will use strategies for learning the meanings of vocabulary.
6. Students will increase their ability to read complex historical texts independently.

Essential Questions:

Were concepts of liberty and equality reflected in US foreign policy?

What conflicts existed in conceptions of liberty and freedom by those participating in the Vietnam Conflict?

Did the concepts of liberty and freedom change over the course of the 60s as reflected in US foreign policy?

Suggested Scoring Guide:

This unit contains multiple assessments for the student assignment. Every outcome listed in each lesson has some form of assessment. Our experience with the course has been that, if students receive ongoing credit and recognition for their effort, then they are more likely to continue to complete the work and be better equipped to complete more complex, culminating assignments. Each assessment has a suggested number of points that can be given for the completion and the quality of the work.

A suggested process for determining the final grade for this unit is:

DBQ Essay Score = 22.5%

Final Argumentative Essay = 22.5%

The Evaluation of:

DBQ Graphic Organizer (Lesson 5 Activity 1), +

Credibility Analysis Graphic Organizer (Lesson 6 Activity 1) = 25%

Evaluation points from the remaining assignments = 30%

The larger point values for certain assignments represent the importance of the literacy strategies involved in the discipline: annotation and collection of evidence, use of the GSPRITE note taking strategy, debriefing the close reading of history texts, determining claims and evidence, and the understanding of content-specific and generic vocabulary. Emphasis on accurately using these strategies have a direct impact on the quality of the writing assignments. In addition, work on the two major graphic organizers for the writing assignments will have a significant impact on a student's grade. Emphasize that the majority of the points to determine the unit grade are embedded in the final two lessons for the unit which will span one-third to one half of the time spent on the unit. Students so sustain should use their work in the early lessons to strengthen their literacy skills and develop the work habits to sustain their work on the larger, deeper final assignments.

Week 1

Lesson 1: Overview – US and Vietnam

1. Students will take notes on a Vietnam overview.
2. Students will explore vocabulary meanings in relation to Vietnam.

Lesson 2: Types of Text

1. Students will learn how historians classify different texts and genres.
2. Students will practice categorizing texts.
3. Students will think about the issues and problems that might arise with different kinds of texts (i.e., memoir, photograph, textbook, etc.)

Week 2

Lesson 3: Timeline of Vietnam

1. Students will view a timeline and make inferences about the relation among the various events depicted.
2. Students will ask questions brought to mind by the timeline.
3. Students will explore vocabulary meanings.

Week 3

Lesson 4: Reading and Annotating History Texts

1. Students will read and annotate a lengthy chapter about the Vietnam Conflict.
2. Students will use the GSPRITE technique to annotate text.
3. Students will show through their annotations, discussion and graphic organizers that they can think critically about Vietnam.
4. Students will add significant information to the Vietnam timeline.
5. Students will explore differences in interpretation about contested events, using what they have already read, other history interpretations and primary documents.
6. Students will reflect on the essential questions.

Week 4

Lesson 5: Answering Document-Based Questions

1. Students will demonstrate their ability to interpret primary source documents.
2. Students will show their understanding of the Vietnam Conflict through their answers to a document-based question.
3. Students will demonstrate the ability to write an answer to a document-based question.

Weeks 5 and 6

Lesson 6: Preparing, Writing and Revising an Argumentative Essay

1. Students will read primary and secondary documents to decide what happened in the Gulf of Tonkin incident, whether or not President Johnson deliberately misled the American public about the event and whether or not he used it to get power to escalate the war.
2. Students will use graphic organizers and participate in discussions to prove they can use evidence to support historical claims.
3. Students will write a historical argument essay that takes a stand on one of the questions about the Gulf of Tonkin incident and provide evidence to support their stand.
4. Students will study the use of evidence and the embedding of quotes by historians who write arguments.



Course Overview

Overview and Rationale:

The second English unit involves students in reading Philip K. Dick's novel *Ubik* as well as a number of related supplemental texts. Students will practice the following reading skills with an English disciplinary focus: close reading, summarizing plot and character development, interpretation of rhetorical patterns and developing interpretive questions. Throughout the reading of the novel, students will practice skills needed for writing a literary argument essay, including developing a strong thesis, developing mini-claims related to the thesis, collecting and presenting evidence to support a thesis, embedding source material and citing sources. The culminating project of the unit will require students to choose one of three thematic prompts on *Ubik* to draft, revise and edit a literary argument essay. A potential extension to this culminating project is a classwide debate and discussion.

Essential Question:

How is the exponential increase of information that we process in all forms of media affecting the way we live?

Unit Objectives:

1. Students will be able to recognize the disciplinary constructs that influence how reading and writing take place in English classes.
2. Students will develop reading endurance—the ability to read lengthy complex texts independently.
3. Students will be able to do close readings of complex texts. This involves inferencing as well as the ability to read critically and to distinguish between what is in the text (plot, information, etc.) and the larger picture (theme, connection to society, etc.).
4. Students will be able to find textual support or evidence for their inferences and to craft that evidence into a sophisticated argument.
5. Students will be able to summarize complex texts and to see structural and/or organizational patterns, such as the structure of an essay, in those texts.
6. Students will be able to read multiple texts, including non-print texts, and compare their content, style and genre.
7. Students will study content-rich vocabulary pulled from the central text.

Unit 2

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4. Students will be able to find textual support or evidence for their inferences and to craft that evidence into a sophisticated argument.
5. Students will be able to summarize complex texts and to see structural and/or organizational patterns, such as the structure of an essay, in those texts.
6. Students will be able to read multiple texts, including non-print texts, and compare their content, style and genre.
7. Students will study content-rich vocabulary pulled from the central text.

Week 1

Lesson 1: Ubiquitous Computing and Avatars: A Gateway Activity

1. Students will be introduced to the notion of disciplinary literacy in English classes, the purpose for the course and the goals of the course.
2. Students will participate in a personal prediction exercise in which they will develop their own avatar based on what they imagine they will be like in 30 years, taking into consideration potential technological developments, cultural developments and personal developments. This avatar, which will be posted on the classroom wall, will become a holding place for the work students do throughout the module in relation to the central text, the supplemental texts and their work toward the culminating project of the module.
3. Students will read a short article defining *technology* and will collaboratively develop a class definition for *technology*.
4. Students will explore the term *ubiquitous computing* and connect their newly developed knowledge of this term to the novel, *Ubik*.
5. Students will examine several different book covers that have been published with editions of the novel, *Ubik*, and they will make predictions about the novel based on those book covers and the work done with *ubiquitous computing*.
6. Students will revisit their avatars and make changes as appropriate.
7. Students will receive teacher direction on vocabulary unique to the world of the novel.
8. Students will receive teacher modeling of the reading and research log for Chapter One of *Ubik*, focusing on the reading and writing skills required to complete the reading and research log successfully. These skills include summary, close reading and interpretation, and the asking of interpretive, conclusion-drawing questions.
9. Students will receive teacher modeling of vocabulary work, which will be part of the reading assignment for each chapter.
10. Students will be assigned to have Chapters One through Four in *Ubik* read by the next class period. For each chapter, students should complete a reading and research log and vocabulary work in their academic notebooks.

Week 2

Lesson 2: Identity: *Ubik* Chapters One to Four

1. Students will read and discuss the culminating assessment prompt.
2. Students will read a description of a literary argument essay and a sample literary argument essay.
3. Students will choose one of the prompts for the literary argument essay, respond to it and connect it to the novel.
4. Students will review the components of a thesis statement and will work with a partner to practice developing a thesis statement on a section of the text.

5. Students will work with a partner or a small group to take notes on identity-related issues in Chapter One and will post ideas from their notes on the avatar they created in Lesson One.
6. Students will be introduced to the concept of inferencing and will practice developing inferences on Joe Chip from Chapter Three of *Ubik*. Students will then work with a group to practice making inferences regarding a selected character from Chapters One through Four of *Ubik*.
7. Students will participate in a sorting process with the vocabulary words from Chapters Two through Four of *Ubik* and will relate chosen words to concepts in those chapters.
8. Students will be assigned to read Chapters Five through Eight in *Ubik* and to complete a reading and research log and vocabulary work for each chapter. They will be given some time in class to begin this work and will complete the assignment for homework.

Week 3

Lesson 3: Consumerism

1. Students will use their reading and research logs to participate in a two-part discussion. This discussion will focus on the plot and character development as well as the close reading and interpretation of Chapters Five through Eight.
2. Students will work with a small group to take notes on a question on consumerism and will post ideas from their notes on the avatar they created in Lesson One.
3. Students will read a short excerpt from "Writing a Literary Argument" on the types of evidence typically used in a literary argument essay. Students will then work with a group to examine a character's explanation for the time jump that seems to occur in Chapter Five. Students will pull textual evidence supporting and/or refuting this explanation.
4. Students will read an excerpt from *Feed*, by M.T. Anderson, and will practice developing an argument by linking together claims, mini-claims and evidence.
5. Students will practice a format for embedding textual evidence in a literary argument. They will read and analyze excerpts from a chapter by Mark Poster entitled "Future Advertising: Dick's *Ubik* and the Digital Ad" from *Consumption in an Age of Information*.
6. Students will examine the consumerism prompt for the literary argument essay and will examine and discuss the opening epigrams for each chapter.
7. Students will work with a partner to develop a thesis, three mini-claims that support the thesis and evidence to support their mini-claims, embedding their evidence appropriately. The focus for this thesis development is to answer the question the main character in *Ubik* is struggling with: What has happened and who is responsible?

Week 3

Lesson 3: Consumerism (continued)

8. Students will examine content-rich vocabulary from the central text. They will participate in a process of teaching the words to other students, sorting them into categories and developing rationales for those categories.
9. Students will be assigned to read Chapters Nine through 12 in *Ubik* and to complete a reading and research log and vocabulary charts for each chapter. They will be given some time in class to begin this work and will complete the assignment for homework.

Week 4

Lesson 4: Humanity

1. Students will use their reading and research logs to participate in a two-part discussion. This discussion will focus on the plot and character development as well as the close reading and interpretation of Chapters Nine through 12.
2. Students will examine the humanity prompt for the literary argument essay and will work with a partner to develop a thesis statement, three mini-claims and evidence to support those mini-claims related to the way in which the technology in Joe Chip's apartment, the vehicle he drives and the can/bottle of *Ubik* are all reverting to earlier forms.
3. Students will work with a small group to take notes on a humanity-related question and will post ideas from their notes on the avatar they created in Lesson One.
4. Students will read an interview with Philip K. Dick. Working independently, students will write a paragraph in which they embed evidence taken from the interview transcript, using the structure taught previously.
5. Students will discuss the concept of half-life from the novel.
6. Students will work with a small group to take notes on humanity-related questions and will post one idea from their journal on the avatar they created in Lesson One.
7. Students will examine content-rich vocabulary from the central text. They will participate in a process of teaching the words to other students, sorting words into categories and developing rationales for those categories.

Week 5

Lesson 5: Concluding and Resolving the Novel

1. Students will be given class time to begin reading Chapters 13 through 17 in *Ubik* and to complete a reading and research log for each chapter, as well as vocabulary work; students will complete this work for homework.
2. Students will use their reading and research logs to participate in a two-part discussion. This discussion will focus on the plot and character development as well as the close reading and interpretation of Chapters 13 through 17.
3. Students will practice supporting a claim with mini-claims and evidence.

4. Students will use a template to develop a simple statement of claim.
5. Students will work individually to develop a thesis statement/claim for the prompt they have chosen for the literary argument essay.
6. Students will re-read Chapter 17 and develop a two-sentence statement that explains the conclusion to the novel, referring to the text for evidence to support their explanations.
7. Students will examine content-rich vocabulary from the central text. They will participate in a process of teaching the words to other students, sorting them into categories and developing rationales for those categories.

Week 6

Lesson 6: Writing a Literary Argument

1. Students will review the prompts and material in their academic notebooks and avatar parking lots, looking for information to support their thesis in their literary argument essay.
2. Students will take note of holes in their evidence and work in the library or media center to obtain additional sources and evidence.
3. Students will create a summary paragraph, an outline and a draft for their literary argument essay.
4. Students will receive teacher feedback on drafts. As necessary, the teacher will provide instruction on specific issues related to the rough drafts.
5. Students will work with a partner to do a final proofing and editing of their drafts, using peer conferring.
6. Students will revise their drafts and literary argument essay.
7. Extension (optional): After the literary argument essay is completed, students will participate in a debate and discussion.