

Subject: English I
 Unit: Knowledge
 Conceptual Lens: Power
 Unit Length: 6 weeks
 Grading Period: 3

How might history be different if military forces knew the Japanese fleet was planning an attack on Pearl Harbor days or weeks ahead of time? How might fortunes have changed if more investors had known a tiny little computer program company named Microsoft would actually succeed? How might a game of cards be changed if one player knows the cards the other is holding? Having such knowledge would change everything. In this unit, we will examine the power of knowledge and the consequences such power brings with it.

Key topic/concepts/subconcepts <i>Literary Concepts:</i> cause/effect, character, conflict, Plot, theme, <i>Writer's craft:</i> conventions	
Generalizations <ol style="list-style-type: none"> 1. Knowledge may lead to power 2. Power may lead to conflict 3. The struggle for power may lead to the polarization of social groups. 4. The acquisition of power may lead to change in the individual or group 5. The knowledge of writing conventions leads to control and effective use of language. 	
Guiding questions <ol style="list-style-type: none"> 1. Why is knowledge important to society? To you? 2. How does the lack of knowledge affect people? 3. How does the struggle for power affect groups of people? 4. Why might power create conflict? 5. How does power affect people? Society? 6. How does a person gain power in society? 7. Is knowledge related to power or the acquisition of power? 	
Critical Content (know) <ol style="list-style-type: none"> 1. elements of story: character, conflict, theme, plot 2. conventions of writing such as syntax, usage and punctuation 	
Key Skills (Do) <ol style="list-style-type: none"> 1. identify main ideas and their supporting details 2. summarize texts 3. expand vocabulary through wide reading, listening, and discussing 4. analyze text structures such as compare and contrast, cause and effect, and chronological ordering 5. read silently with comprehension for a sustained period of time 6. draw upon his/her own background to provide connection to texts 7. recognize distinctive and shared characteristics of cultures through reading 8. analyze the development of plot in narrative text 9. analyze characteristics of text, including its structure, word choices, and intended audience 10. use elements of text to defend his/her own responses and interpretations 	
TEKS/TAKS	TEKS/ 6A, 7A, 7B, 7E, 7G, 7J, 9A, 10B, 11E, 12A
Suggested Instructional activities <ol style="list-style-type: none"> 1. Analyze elements of story in selected texts 2. Brainstorm type of power/knowledge 3. Identify power struggles in fiction and nonfiction texts 4. Chart plot to illustrate struggle for and consequences of power in selected texts 	

5. Discussion
6. Journal writing
7. Guided reading using study questions
8. respond to texts through writing
9. Compare/contrast cultural elements in texts
10. Complete character analysis for texts
- 11.

Assessments

Quiz, tests, journal, daily exercises, culminating performance activity

CULMINATING ACTIVITY

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WHAT: Investigate how knowledge is related to power.

WHY: In order to understand that knowledge leads to power and the changes and conflicts it brings.

HOW: You are an inventor and have just finished creating a time machine. You use the machine to travel into the future where you witness a shocking revelation about the progress of mankind. What do you do with your new knowledge? Write an essay in which you detail this dramatic revelation, then describe what you do with this knowledge and the possible consequences of your actions.

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Student: _____

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Criteria:

Knowledge

- 4 – Essay presents a strong understanding of concepts.
- 3 – Essay presents a strong understanding of concepts.
- 2 – Essay presents a general understanding of concepts.
- 1 – Essay does not present an understanding of concept.

Organization

- 4 – Ideas are well organized and supported and structure is exemplary.
- 3 – Ideas are well organized and follow essay structure.
- 2 – Ideas are somewhat organized and follow a basic structure.
- 1 – Ideas are incoherent and lack structure and organization.

Mechanics

- 4 – Language use is exemplary and without errors.
- 3 – Language use is strong and accurate with little or no errors.
- 2 – Language use is adequate with few errors.
- 1 – Language use is poor with multiple errors in punctuation, spelling, capitalization and/or usage.

Performance level:
4 – Expert
3 – Proficient
2 – Beginner
1 - Novice

Criteria Standard: 3

Total standard: 9

Total Performance Score:

1A. Knowledge may lead to power.

1B. Knowledge allows the individual to better control his environment.

1C. Having greater knowledge leads one to greater happiness by exercising a great degree of control of his/her environment.

2A. Power may lead to conflict.

2B. Increasing or acquiring power may cause a threat to the power of others.

2C. As one gains more power, individually or as a group, others may feel threatened and conflict may arise.

3A. Power may cause division.

3B. The struggle for power may lead to the polarization of social groups.

3C. As groups compete for the acquisition of power, the differences between them may become more pronounced and evident.

4A. The acquisition of power may lead to change in the individual or group.

4B. Empowerment may cause a change in the perceptions, values and beliefs that in turn may cause a change in the identity and agenda of the group or individual.

4C.