

NON-FICTION

**An Instructional Unit Resource Guide for Grade 9
Based on Principles of Universal Design and Differentiated Instruction**



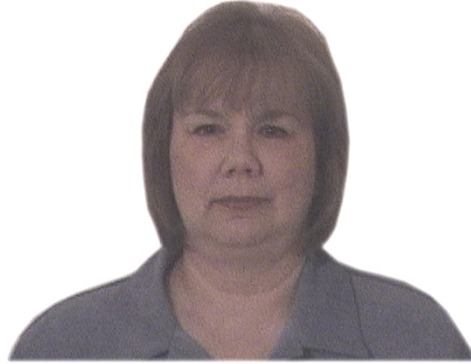
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Authors' Note

Lessons taught using Universal Design for Learning are a new and exciting method of helping all of my students learn more and learn better. Since I have had UDL operational in my classroom for a year and a half, I am hoping to see more exceptional results.

I teach ninth and twelfth grade English at Merrillville High School in Merrillville, Indiana. Merrillville High School is a school of 2,300 students whose ethnic and cultural diversity serves to make our school richer. The twelfth grade course I teach is a combination of advanced composition, mythology, and British literature. The ninth grade course for which this unit is intended is a survey of the five genres of literature, writing, and the state standards. Two of my four English 9C classes are Inclusion classes I co-teach with Mrs. Kim Corman. I was chosen to be on our school's UDL Team because I spent the first thirteen of my twenty years of teaching advising publications. Doing the newspaper and yearbook gave me a greater understanding of computers and much more practical experience than most of my peers.

I chose to do a Universal Design for Learning unit on non-fiction, which I teach every year. This is usually the second literature unit of the second semester, which follows a Speeches Unit including "I Have a Dream" and "Glory and Hope." The two units begin immediately after Dr. King's birthday and end around February 28 for Black History Month. I usually spend four to five weeks on the Non-fiction Unit. This unit covers works by Maya Angelou, Richard Wright, Alex Haley, Sebastian Junger, Tony Hillerman, and Bill Cosby.



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Standards

What standards are met through this unit?

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development *Vocabulary and Concept Development*

9.1.2 Distinguish between what words mean literally and what they imply, and interpret what the words imply.

Standard 2

READING: Reading Comprehension (Focus on Informational Materials) *Comprehension and Analysis of Grade-Level-Appropriate Text*

9.2.3 Generate relevant questions about readings on issues that can be researched.

9.2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

Standard 3

READING: Literary Response and Analysis *Narrative Analysis of Grade-Level-Appropriate Text*

9.3.3 Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.

9.3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

9.3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

9.3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

9.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of a symbol to represent an idea or theme), and explain their appeal.

9.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Literary Criticism

9.3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Standard 4

READING: Writing Process *Organization and Focus*

9.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

9.4.3 Use precise language, action verbs, sensory details, and appropriate modifiers.

Research and Technology

9.4.5 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.

- 9.4.6 Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
- 9.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 9.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in specific style manuals.
- 9.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

- 9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.
- 9.4.11 Edit and proofread one's own writing, as well as others, using an editing checklist with specific examples of corrections for frequent errors.
- 9.4.12 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Standard 5

WRITING: Writing Applications (Different Types of Writing and Their Characteristics) *Comprehension and Analysis of Grade-Level-Appropriate Text*

- 9.5.2 Write responses to literature that:
- Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - Demonstrate awareness of the author's style and an appreciation of the effects created.
 - Identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 9.5.3 Write expository compositions, including analytical essays and research reports that:
- Gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.
 - Communicate information and ideas from primary and secondary sources accurately and coherently.
 - Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - Use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.
 - Include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
 - Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - Use technical terms and notations accurately.

Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions.

Grammar and Mechanics of Writing

- 9.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.
- 9.6.2 Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the consistent use of verb tenses.

Manuscript Form

- 9.6.3 Product legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 9.6.4 Apply appropriate manuscript conventions, including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Help!

Resources for locating state standards:

Developing Educational Standards

<http://www.edStandards.org/Standards.html>

MCREL

<http://www.mcrel.org/standards/>

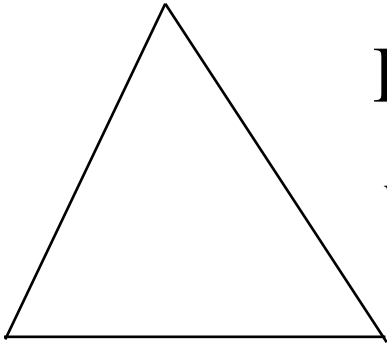
Indiana Learning Standards

<http://www.doe.state.in.us/standards/>

ISTE – National Educational Technology
Standards

<http://www.cnets.iste.org>





Planning Pyramid

What should students know?

Some students will know

- Similarities and differences between the presentation of the speeches and methods the speakers used to enhance the content of their messages
- The purposes for the two speeches and how those purposes differed
- What King's purpose for quoting famous documents and songs is and what Nelson Mandela did in his speech to achieve the same purpose

Most students will know

- To recognize the historical importance of these two speeches
- The similarities and differences between the historical background for the two speeches and how this affected the content of the speeches
- To analyze the similarities and differences in the structures of the two speeches
- Recognize the major literary devices being used by Dr. King and Nelson Mandela:
 - Repetition
 - Quoting or alluding to famous documents and songs
 - Similes, metaphors, and personification
- The analogy made by Dr. King comparing the Bill of Rights to a check returned for insufficient funds

All students will know

- The main points being made by Dr. Martin Luther King Jr. and Nelson Mandela in their speeches
- The history of segregation and how it affected the African-American people

Teacher Library

What materials and resources will be useful for teachers?

[Blue Web'n](http://www.kn.pacbell.com/wired/bluewebn/)

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[Blue Web'n](http://www.kn.pacbell.com/wired/bluewebn/) is an excellent database of outstanding Internet learning sites categorized by subject area, audience, and type (lessons, activities, projects, resources, references, & tools). It is easily searchable and is full of sites for teachers looking for activities to use with students.



Knowledge Network Explorer

SITE GUIDE | FEEDBACK | SEARCH

Quick Links: [Blue Web'n](#) | [Filamentality](#) | [Lessons](#) | [Videoconferencing](#) | [E-rate](#) | [What is KNE?](#) | [Staff Development](#) | [Discounts KNews](#)

Arts
Business
Community Interest
Education
English
Foreign Language
Health & Physical Education
History & Social Studies
Mathematics
Science
Technology
Vocational Education

WELCOME TO BLUE WEB'N

a library of Blue Ribbon learning sites on the Web

Search for educational web sites using:
[Content Area](#)
[Subject Area](#)
[Grade Level](#)

Blue Web'n is an online library of 1937 outstanding Internet sites categorized by subject, grade level, and **format** (tools, references, lessons, hotlists, resources, tutorials, activities, projects).

You can search by grade level ([Refined Search](#)), broad subject area ([Content Area](#)), or specific sub-categories ([Subject Area](#)).

Each week 5 new sites are added. You can get a description of these additions sent to you by signing up below for free [weekly updates](#)! We have moved our archive from [Topic](#) to [Yahoo!Groups](#). To receive email updates, send an email message to bluewebn-subscribe@yahoogroups.com

HOME | ABOUT THIS SITE | SEARCH | BROWSE | WEEKLY UPDATES | HOT SITE | SUGGEST A LINK

Help!

Resources for locating instructional materials:

Google

<http://www.google.com>

EDSITEment

<http://edsitement.neh.gov/>

The WebQuest Project at San Diego State University

<http://edweb.sdsu.edu/webquest/webquest.html>

SCORE CyberGuides

<http://www.sdcoe.k12.ca.us/SCORE/cyberguide.html>

EdSoft Software Database

<http://www.edsoft.com>

Learner Activities

What materials and resources will be useful for engaging students in meaningful learning activities?

HELP!

Resources for locating instructional materials:

OWL Online Writing Lab

<http://owl.english.purdue.edu...>

Sparks Notes

<http://www.sparksnotes.com/>

Survival Guide for To Kill a Mockingbird

http://www.lausd.k12.ca.us/Belmont_HS/tkm/

Hoagie's Gifted Education Page

<http://www.hoagiesgifted.org/>

Eduscapes

<http://eduscapes.com>



Assessment

What materials and resources will be useful for assessing student knowledge and skills?

Students' knowledge of non-fiction will be assessed by the following:

- A traditional unit test including multiple choice, matching, short answer, and essay questions because my students are still required to take the same departmental final exam as those students who are not being taught using Universal Design for Learning principles.
- Periodically check the student's work log checking answers and noting strengths and weaknesses.
- Complete the project below:

Non-fiction Unit Project

Choose and complete one of the activities below:

1. How did the 1963 March on Washington come about? Create a timeline describing the events, people, and organization that led to this historic event. Draw or cut out pictures to illustrate and explain your timeline.
2. Though the article mentions "white liberals" opposing the Vietnam War, there were also many African-American anti-war activists, including Dr. Martin Luther King Jr. Investigate and write an informational essay explaining Dr. King's role in the anti-war movement. Norman Solomon's "Marching to the Beat of an Indifferent Drum" is a good place to start.
3. The article mentions the Student Nonviolent Coordinating Committee. What is the philosophy of nonviolence? Write a "Pacifism for Beginners" guide highlighting the messages of thinkers such as Henry David Thoreau, Gandhi, and Dr. Martin Luther King Jr. Also, explain the terms "civil disobedience" and "nonviolent resistance."

4. How did the civil rights legislation of the 1960's change the legal landscape for African-Americans in the United States? Make a chart on which you describe pre-1960's race laws, such as the Jim Crow laws, and the 20th century laws that changed or overturned them.

5. The article mentions voting as a way for African-Americans to "secure rights and advantages," yet there have been concerns about some African-Americans being excluded from the electoral process as recently as the 2000 Presidential elections. Research the notion of "voter disenfranchisement," and write an editorial for your school or local paper. You may want to begin research at the BBC's report on the Americas.

<http://news.bbc.co.uk/1/hi/world/americas/1112505.stm>

Help!

Resources for locating assessment materials:

Scoring Guide for Student Projects

<http://www.ncrtec.org/tl/sgsp/index.html>

Rubrics, Rubric Maker

<http://teachers.teach-nology.com/webtools/rubrics>

Electronic Quizzes

<http://www.funbrain.com>

<http://quiz.4teachers.org/>

<http://school.discovery.com/quizcenter/quizcenter.html>

Authoring Software

<http://www.inspiration.com> (Kidspiration/Inspiration)

<http://www.edhelper.com/teachers/graphicorganizer.htm>

Test Taking Software

<http://www.quia.com>

Modifications

Planning for Academic Diversity

LEARNING BARRIER	POSSIBLE SOLUTIONS	WEB LINK RESOURCES
Student cannot read at grade level	<ol style="list-style-type: none"> 1. Listen to audiotapes of the literature. 2. Use Kurzweil software to read to the student the literature. 	www.literacymatters.org
Student has difficulty comprehending the material	<ol style="list-style-type: none"> 1. Use Kurzweil software to read the literature to the student. The questions are embedded in the text so that the student does not have to look far for reading comprehension checks. 2. Use the Internet. 3. Read from a wide variety of different media. 4. Use graphic organizers to take notes on reading. 	www.literacymatters.org www.ops.org/reading/mainieadsec1.htm
Student has difficulty mastering the vocabulary of the unit	<ol style="list-style-type: none"> 1. Use Kurzweil software to study vocabulary. 2. Create word maps. 	http://muskingum.edu/~cal/database/readingcomp.html#Vocabulary www.literacymatters.org
Student needs the instructional material in a language other than English	<ol style="list-style-type: none"> 1. Use Kurzweil software to read the literature. The speed can be slowed down to help ENL students understand English. Materials can be scanned into Kurzweil in the student's native language if there is dictionary support for that language. 	http://owl.english.purdue.edu/ www.literacymatters.org
Student has difficulty with handwriting (speed or accuracy)	<ol style="list-style-type: none"> 1. Shorten written assignments. 2. Allow student to type assignments. 3. Allow extra time to complete assignments or tests as needed. 	http://www.integratingartsk-8.org/adaptations.htm
Student needs additional challenge	<ol style="list-style-type: none"> 1. Conduct research on topics related to those being studied by others in the class. 2. Answer questions requiring use of higher order thinking skills 	http://www.hoagiesgifted.org/ http://www.cloudnet.com/~edrbsass/dexc.htm
Student has difficulty with calculating activities	<ol style="list-style-type: none"> 1. Allow to use a calculator. 2. Tie math activities to everyday life. 	http://www.sjy.org/Technology/math_sites.htm http://www.cumbavac.org/Math.htm
Student needs help with conducting research	<ol style="list-style-type: none"> 1. Break the assignment into smaller steps and complete them one at a time. 	http://owl.english.purdue.edu/workshops/hypertext/ResearchW/what.html