Charleston Catholic High School

Teacher: Lisa Hayes Subject: 6th Grade English/Theology

Unit Plan: *This I Believe* Essay Analysis and Writing Assignments, Total Time – 4-6 weeks

Essential Questions:

* What is *integrity* and why are we called to demonstrate integrity in our lives as Christians?
* How does analysis of the personal credos of others help one better define one’s own beliefs?
* What are the factors that tempt us to *not* live by our beliefs?
* Why is it important to focus on positive personal beliefs when striving to do God’s will?
* How do distractions from our core beliefs lead to anxiety and dissatisfaction in life?
* How does one effectively summarize another’s person’s essay?
* How does one effectively reflect upon another person’s essay?
* How does one compose a coherent paper?
* How does one compose a cohesive paper?
* How does a writer edit a paper to eliminate mechanical errors?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standards | Activities and Skills | Assessment | Resources | Time |
| ELA.6.  R.C1.4  R.C1.6  R.C2.4  R.C2.6  R.C3.1  R.C3.4  R.C4.2  ELA.6.  W.C9.1  W.C9.2  W.C10.1  W.C10.2  W.C10.3  W.C11.3  W.C12.1  ELA.6.  SL.C13.1  SL.C13.2  SL.C13.3  SL.C14.1  SL.C14.3  ELA.6.  L.C15.1  L.C15.2  L.C16.1  L.C17.1  L.C17.2  ELA.7.  L.C15.2  L.C16.1 | In Theology class, I will read aloud an essay from the original *This I Believe* book titled “Be Cool to the Pizza Dude.”  Students will practice summarizing the essay in their notes.  Students will practice reflecting upon the essay in their notes.  I will show students the *This I Believe* website and demonstrate how to search for essays on a wide variety of topics.  Students will be given a form to complete as homework. Each student will be told to find an essay from the website that intrigues him or her, write the title and author, paraphrase the author’s belief, and reflect upon the essay’s connections to the student’s life. They should choose essays that they are willing to share with the class. (See page 3 of this document for the form they will complete.)  We will listen to the essays in class and students will be directed to take notes summarizing each author’s story and belief; students will also take notes reflecting upon how each essay relates to their own lives. Several of the essays will also be assigned as homework – students will need to read the essays online and take notes at home for a grade. They will discuss their reactions to every essay as a group and add to their notes.  After students hear their classmates’ chosen essays, they will choose one to use as the basis for a writing assignment. They will be instructed to draft a 4 paragraph summary and reflection paper as outlined in the attached rubric (see page 4 of this document).  The content of the paper will be evaluated for a Theology grade.  Students will revise and edit their Theology papers for an English class assignment, using the attached rubric as a guideline (see page 5 of this document). An emphasis will be given to creating a *coherent* and *cohesive* paper with varied sentence structures using appositives, transitional words and phrases, adverb clauses, participle phrases, infinitive phrases, and adjective clauses.  They will read aloud their papers to the class, practicing effective public speaking (speed, volume, inflection).  Students will draw upon the grammar and composition lessons they have been taught to organize, revise, and edit their papers. | *This I Believe* Essay Choice Form – homework completion points in Theology class.  Completion points in Theology class for taking notes on the essays as directed.  The draft of the summary/reflection paper will be graded for content using the attached rubric (Theology grade).  The final essay will be graded for sentence structure, spelling, punctuation, etc. in English class using the attached rubric. | *This I Believe* book  thisibelieve.org  website  Teacher created forms and rubrics (pages 3-5 of this document) | 4-6 weeks |

**Formative Assessments:** Completion of essay choice homework assignment, completion of notes summarizing all essays presented in class and reflecting on their significance to student lives.

**Summative Assessments:** Theology grade on draft of Summary/Reflection essay (using rubric), English grade on revised and edited essay.

**Fiction and Nonfiction Selections:** multiple nonfiction selections from the *This I Believe*website.

**Essential Unit Vocabulary:** Integrity. Grammar and composition terms studied throughout the preceding weeks, with an emphasis on *coherent* and *cohesive*.

**Instructional Resources:** Internet, Smart Board, word processor, *This I Believe* website and book, grading rubrics.

**Cross Curricular:** This project will involve both the Theology and English classes. Learning to read, listen, summarize, reflect, discuss, and write about a personal belief will empower students in many other fields of study.

**Technology:** Use of internet website, Smart Board, and word processing.

*This I Believe* Essay Choice Assignment

Assignment: Go to the *This I Believe* website and find the page that lists the many available themes.

[thisibelieve.org/themes](http://thisibelieve.org/themes)

Choose an essay (or several!) and listen to the essay. Only a few of the essays under each topic have a recording – you are also welcome to read an essay that doesn’t have an audio version. **After you have found an essay that you found to be thought-provoking,** complete this form.

Write the title of the thought-provoking essay and the author’s name here:

Essay Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Is there an audio version? YES NO

**Be prepared to introduce your chosen essay to the class before we listen to it or read it.** This can simply be a statement of the title and author and what caught your attention about this title/author when you were searching for an essay.

I will play/read the essay you chose in class. Afterward, you will present a short analysis of the essay. (I will return this paper to you before the day of your presentation. If corrections were suggested, be sure to incorporate them into your presentation.) Here are points you need to cover:

What is the author’s “core belief”?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What story or situations did the author explain to demonstrate how he/she arrived at this belief?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why are people tempted to NOT live their lives according to the author’s belief?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How does this belief relate to your own choices and actions in life?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Honor code:

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period\_\_\_\_\_\_\_\_\_**

**Rubric for Sixth Grade Theology Paper: *This I Believe* Essay Analysis, Due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Points Available | Points Lost | Comments |
| Paper is neatly written or typed according to format instructions. (See handout or RenWeb Resources).  \_\_\_proper 4 line MLA **heading** in upper left corner,  (including date in proper format, e.g., 4 April 2017).  \_\_\_ **one inch margins** on all 4 sides of paper.  \_\_\_**double space** (If handwriting, leave a blank line between each line. If typing, make sure there are **no extra spaces** before and after the heading, the title, or new paragraphs.)  \_\_\_**Indent** first line of each paragraph.  \_\_\_ **Honor Code** written and signed at end of paper. | 5 |  |  |
| Paper has a **title** centered over first paragraph. Format of title should be **Analysis of “Essay Title”** | 2 |  |  |
| First paragraph of paper clearly indicates that the student read an essay from *This I Believe*, including the essay’s title and author. | 3 |  |  |
| First paragraph of paper clearly **summarizes the story or situation explained** in the *This I Believe* essay. | 5 |  |  |
| First paragraph of paper clearly **paraphrases the belief held by the author** of the *This I Believe* essay. | 5 |  |  |
| Second paragraph explains the **student’s thoughts on why people often do NOT live their lives according to the belief** of the *This I Believe* essay’s author. | 5 |  |  |
| Third paragraph explains the student’s thoughts (“reflection”) on how the *This I Believe* story and belief relates to the student’s life. Remember that you will be sharing this paper with your class. | 10 |  |  |
| Fourth paragraph is an **effective conclusion** that refers back to the *This I Believe* story and belief AND summarizes the student’s reflection. | 5 |  |  |
| Paper is **400-700 words in length** (If typing, 1.25 - 2 pages of double spaced typing, Times New Roman 12 pt., with one inch margins). | 5 |  |  |
| Paper was carefully proofread for basic typos (minus ½ pt. per error) | 5 |  |  |
| Points added or deducted for other reasons? |  |  |  |
| Total | 50 |  |  |

**Be sure to attach this rubric as the first page of your paper when you submit it.**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period\_\_\_\_\_\_\_\_\_**

**Rubric for Sixth Grade English Paper: *This I Believe* Essay Analysis Revision, Due \_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Points Available | Points Lost | Comments |
| Paper is neatly written or typed according to format instructions. (See handout or RenWeb Resources).  \_\_\_proper 4 line MLA **heading** in upper left corner,  (including date in proper format, e.g., 4 April 2017).  \_\_\_ **one inch margins** on all 4 sides of paper.  \_\_\_**double space** (If handwriting, leave a blank line between each line. If typing, make sure there are **no extra spaces** before and after the heading, the title, or new paragraphs.)  \_\_\_**Indent** first line of each paragraph.  \_\_\_ **Honor Code** written and signed at end of paper. | 5 |  |  |
| Student followed any directions for corrections given by teacher on the draft of the paper submitted for Theology.  *(Minus 15 if the graded Theology paper is not paper-clipped to the end of this assignment.)* | 15 |  |  |
| Student included at least 5 transitional words or phrases *(conjunctive adverbs, transitional phrases, or subordinating conjunctions)* to the original paper to make the paper more cohesive. **The transitional words or phrases should be circled in pencil.** | 10 |  |  |
| Student included at least 3 appositives or appositive phrases to make the paper more coherent. **The 3 appositives or appositive phrases should be underlined in pencil.** | 9 |  |  |
| Student included at least one participle phrase to make the paper more concise and the sentence structure more varied and complex. **The participle phrase should be underlined in black ink.** | 3 |  |  |
| Student included at least one adjective clause to make the paper more concise and the sentence structure more varied and complex. **The adjective clause should be underlined in blue ink.** | 3 |  |  |
| At least one sentence should begin with an infinitive phrase. **The infinitive phrase should be circled in blue ink.** | 3 |  |  |
| Student correctly applied all of the punctuation rules we have studied so far this year. Paper was also proofread for typos and spelling errors (Minus ½ pt. per error circled by teacher in red ink.) | 12 |  |  |
| Points added or deducted for other reasons? |  |  |  |
| Total | 60 |  |  |

**Be sure to staple this rubric as the first page of your paper when you submit it. The graded draft submitted in Theology should be paper-clipped to this stapled English assignment.**