**Title of Lesson:** Bringing About Change

**Grade Level:** 11th grade, suitable for English III, US History, or American History II, (primarily written to be used as a partnership between teachers)

**Overview of the Lesson:** Students will read selected excerpts of Upton Sinclair’s *The Jungle* (1906) and discuss author’s purpose. They will conduct research about the impact of the publication of this novel in 1906 and the government’s response. They will then read excerpts from Article I of the United States Constitution and write an expository essay as they attempt to answer what necessitates change.

**Essential Leaning Outcomes/Questions: By the end of this lesson, students will be able to…**

1. Provide textual evidence to support author’s purpose for both texts
2. Conduct online research to discover and interpret primary sources.
3. Assess the living conditions during the period of Industrialization.
4. Critique the historical influence of a novel through an expository essay.

**NC Common Core Standards Being Addressed:**

* R.I. 11-12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
* W.11-12.7- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

This addresses the 21st century skills of:

* Critical Thinking
* Civic Literacy
* Information Literacy
* Media Literacy

**Materials Needed:**

* Article I, Sections 8 &9 from the United States Constitution
* Chapters 9 and 14 of Upton Sinclair’s *The Jungle* (1906)—if your school has access to e-readers, this novel is available for free; Computers; Internet for Research; Some helpful websites for primary sources:

<http://docsteach.org/>

<http://www.archives.gov/>

<http://www.loc.gov/teachers/usingprimarysources/finding.html>

<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

Information on Text Annotations:

<http://rwc.hunter.cuny.edu/reading-writing/on-line/annotating-a-text.pdf>

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| **Essential Question: What necessitates change?** | |
| Video: “Leaders Combat ‘Misinformation’ about Beef” | |
| Video | While watching the video, make note of why the state of Iowa is concerned about the “misinformation” about beef that has been publicized.  <http://www.youtube.com/watch?v=QoiwruwxbsE>  Lesson Hook: Does the government have a role in the safety of the foods that we eat? |
| Excerpts from Upton Sinclair’s *The Jungle* | |
| Reading 1 | The **first reading** is a cold reading. You are likely not going to locate deep meaning or nuanced usage of words. During this reading you want to become acquainted with the text and text structures. Question the text!  Read the excerpt and annotate the text. |
| Reading 2 | The **second reading** provides the opportunity to explore a deeper meaning because the reader is not so focused on discerning structure. During this reading, think about words and phrases that may seem to carry a deeper meaning. Pay attention to the repetition of certain words, contradictions, and similarities. Question the text!  Re-read the excerpts and make note of any words and phrases that help to convey the author’s purpose.  Questions to guide you: What did the author mean when he/she wrote the piece?  Why was it written? Who was the audience? What was the goal? |
| Reading 3 | The **third reading** is the prime opportunity to dig deeply into the text. Consider things like connotative and denotative usage, parallelism, and structure and how these contribute to a deeper meaning and understanding. Again, question the text!  **Read the excerpt again and use textual evidence to answer the following:**  **Which afflictions of the workers does the author describe?**  **Of these afflictions, which seems the most horrific? Why?**  **What ultimately happened to the workers who were unfortunate enough to fall into the vats in the tank rooms?**  **What textual evidence supports that author’s claim that, “they use everything of the pig except the squeal” ?** |
| Research Activity | Conduct research to learn more about the impact of the publication of Upton Sinclair’s *The Jungle* in 1906. How did the public respond? How did the US government respond? What protections were put into place as a result? |
| Article I, Sections 8 &9 from the United States Constitution | |
| Reading 1 | The **first reading** is a cold reading. You are likely not going to locate deep meaning or nuanced usage of words. During this reading you want to become acquainted with the text and text structures. Question the text!  Read the excerpt and annotate the text. |
| Reading 2 | The **second reading** provides the opportunity to explore a deeper meaning because the reader is not so focused on discerning structure. During this reading, think about words and phrases that may seem to carry a deeper meaning. Pay attention to the repetition of certain words, contradictions, and similarities. Question the text!  Re-read the excerpts and make note of any words and phrases that help to convey the author’s purpose. |
| Reading 3 | The **third reading** is the prime opportunity to dig deeply into the text. Consider things like connotative and denotative usage, parallelism, and structure and how these contribute to a deeper meaning and understanding. Again, question the text!  **Read the excerpt again and use textual evidence to answer the following:**  **What do all of the provisions outlined in Article I, Section 8 have in common?**  **How does the sequence of these provisions contribute to the overall meaning of this Section?**  **How does the last provision differ from the others in this section?**  **What do all of the provisions outlined in Article I, Section 9 have in common?** |
| Culminating Activity | Based on these two readings and the research, how was the US government able to justifiably take action following the publication of *The Jungle?* Use all of these findings to respond (in the form of an expository essay) to the essential question, “What necessitates change?” |

**Assessment:**

Students will demonstrate understanding through their text annotations (formative assessment) as well as their expository essay (summative assessment.) Use a rubric to assess student essays. A sample rubric for writing this particular type of expository essay can be found below.

**Sources for the Lesson:**

"Invention: Annotating a Text." *The Writing Process*. Hunter College Reading and Writing Center. Web. <http://rwc.hunter.cuny.edu/reading-writing/on-line/annotating-a-text.pdf>.

Tubb, Monika. "Honors EES: Rubric for Expository Essay." . CMS. Web. <http://monikatubb.cmswiki.wikispaces.net/HO

WCPSS, "Designing Model Common Core Lessons Workshop."

**Expository Essay Rubric**

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|  | **Thesis** | **Organization** | **Evidence**  **(Concrete Details)** | **Analysis**  **(Commentary)** | **Style/Audience** | **Conventions** |
| 5 | The thesis statement is clear, well-developed and relevant to the topic. | Transitions within and between paragraphs flow smoothly. | There are four well chosen, concrete details from the text in each paragraph. \*\*The concrete details support the thesis. | All commentary synthesizes concrete details and supports the thesis statement.\*\* | The style is engaging and effective. | The essay contains few if any errors in the conventions\* of the English language. (Errors are generally first-draft in nature.) |
| 4 | The thesis statement is clear and relevant to the topic. | The structure within paragraphs is clear and easy to follow. | There are four concrete details from the text in each paragraph. The concrete details support the thesis. | All commentary explains concrete details and supports the thesis statement. | The style is appropriate for an academic paper. | The essay contain some errors in the conventions\* of the English language. (Errors do not interfere with the reader’s understanding of the essay.) |
| 3 | The thesis statement is somewhat relevant to the topic and/or somewhat clear. | There are clear introduction, body, and conclusion paragraphs. | There are two to three concrete details from the text.  AND/OR  Some concrete details from the text support the thesis. | Some or most commentary explains the concrete details and supports the thesis statement.  AND/OR  Commentary re-states concrete detail. | The style is sometimes appropriate for an academic paper. | The essay contains several errors in the conventions\* of the English language. (Errors may interfere with the reader’s understanding of the essay.) |
| 2 | The thesis statement is not clear. | The essay is missing an introduction, body or concluding paragraph. | There are some concrete details. | Some or all commentary is unclear or irrelevant and does not support the thesis statement. | The style is rarely appropriate for an academic paper. | The essay contains serious errors in the conventions\* of the English language. (Errors interfere with the reader’s understanding of the essay.) |
| 1 | The thesis statement is missing or off topic. | There is no organization to the essay. | There are no concrete details. | The writer does not include commentary. | The style is never appropriate for an academic paper. | The paper is incomprehensible because of the number of convention\* errors. |

\* Conventions of the English language refer to grammar, punctuation, spelling, capitalization and usage.

\*\* Details from text must be cited appropriately and all commentary must be of the writer’s own views and thoughts. Plagiarism is not tolerated and will result in a zero for the assignment.