

Teacher: Ms.Kuang Period(s): Week of: Unit II: The Age of Responsibility

RL 9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W 9-10.b: Develop claim (s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LS 9-10 1.(d): 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Day 1 Monday	Day 2 Tuesday	Day3 Wednesday
<p>Learning Target: Determine a theme or central idea of a text.</p> <p>Essential Question: How can we determine the age of responsibility?</p> <p>Affirmation: I will be determine a theme a central idea of a text.</p>	<p>- Learning Target: Determine a theme or central idea of a text.</p> <p>Essential Question: How can we determine the age of responsibility?</p> <p>Affirmation: I will be determine a theme a central idea of a text.</p>	<p>- Learning Target: Determine a theme or central idea of a text.</p> <p>Cite strong and thorough textual evidence to support the text and inferences drawn from the text.</p> <p>Essential Question: How can we determine the age of responsibility?</p> <p>Affirmation: I will be determine a theme a central idea of a text.</p>
<p>Must know vocabulary: <i>scope rampant reprise revelation precedent rite counterproductive cohort tantamount punitive</i></p>	<p>Must know vocabulary: scope rampant reprise revelation precedent rite counterproductive cohort tantamount punitive</p>	<p>Must know vocabulary: scope rampant reprise revelation precedent rite counterproductive cohort tantamount punitive</p>

Activities/Strategies: DOK# : 3-4 <i>-What is the main claim of the text?</i> <i>-What evidence can you find to support the main idea? Explain how.</i> <i>- Warm: Right, Right , and Responsibility</i> <i>- Read to Get the Gist : Age of Responsibility</i> <i>- Final Words Activity</i> <i>-Exit Slip</i>	Activities/Strategies: DOK #: <i>-What is the main claim of the author?</i> <i>-What evidence can you find to support the main idea ? Explain how.</i> <i>- Warm-Up</i> <i>- Rights, Rites, and Responsibilities</i> <i>- Research on asymmetry of the RIghts and Obligations between USA and Japan since 1945.</i> <i>-Exit</i>	Activities/Strategies: DOK#: <i>-What is the main claim of the author?</i> <i>-What evidence can you find to support the main idea ? Explain how.</i> <i>- Warm Up</i> <i>- World cafe activity</i> <i>- Read to Get the Gist: Asymmetry in RIghts and Obligations between USA and Japan</i> <i>- Group DIscussion</i> <i>- Exit</i>
Evidence: Students will read and determine the main claim..	Evidence: Students will understand the three Rs.	Evidence: Students will express their points of views using evidence.
HW: - Read 30-45 minutes - Read Chapters as planned.	HW: - Read 30-45 minutes - Read chapters as planned.	HW: - Read 30-45 minutes - Read Chapters as planned.

3 Rs

3Rs	Definitions	Examples
Rights		
Rites		
Responsibility		

Put the three concepts together by writing a paragraph that explains a topic in terms of its rites, rights, and responsibilities.

Summary: Age of Responsibility (World Cafe)

Direction: Group lead selects a reader to read the part of text you are assigned, summarize the text in 3-5 sentences in your own box on the right, then rotate to the next station.

Groups	Summary (paragraph number)
1	Summary: In Part __, the author is telling us
2	Summary: In Part __, the author is telling us
3	Summary: In Part __, the author is telling us
4	Summary: In Part __, the author is telling us
5	Summary: In Part __, the author is telling us
6	Summary: In Part __, the author is telling us
7	Summary: In Part __, the author is telling us
8	Summary: In Part __, the author is telling us

Evaluation: Review all the summaries, select the most efficient summary (**main idea + critical details**), and explain why in groups.

We think Group __ summary is the most efficient because _____

Readings

#1: Age of Responsibilities

#2: Path of Reconciliation  [Path of Reconciliation_Kubo.pdf](#)