

Paramount Unified School District
Educational Services



***English Language Arts 3
Curriculum Guide
Unit 3
2016-2017***



Theme: Theme and Elements of Literature

| Standards | Transfer Goals | | |
|---|---|--|--|
| <p>Reading Informational: RI. 11-12.3 – Analyze complex set of ideas and explain how individual ideas and events interact. RI. 11-12.4 – Determine the meaning of words and phrases used in texts.</p> <p>Reading Literature: RL. 11-12.1 – Cite textual evidence to support analysis. RL. 11-12.2 – Determine two or more themes or central ideas and analyze their development over the course of the text. RL. 11-12.3 – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story. RL. 11-12.4 – Determine the meaning of words and phrases as they are used in the text, including figurative language and connotative meanings. RL. 11-12.7 – Analyze multiple interpretations of a story or poem. RL. 11-12.9 – Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature.</p> <p>Writing: W. 11-12.2 a-f – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W. 11-12.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p> | <p>1. Read, comprehend, and evaluate a range of increasingly complex texts and media written for various audiences and purposes. 2. Communicate ideas effectively in writing and speaking to suit a particular audience and purpose. 3. Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond. 4. Generate open-ended questions and conduct research to find answers through critical analysis of text, media, interviews, and/or observations.</p> | | <div data-bbox="487 418 1050 876"> <p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Themes reflect social ideas and philosophies. - Evidence is needed to support analysis and reflection about the themes of multi-modal text. - Multiple texts can address and develop the same themes. - Authors use figurative language, literary elements, and careful diction to develop theme, tone, and craft. </div> <div data-bbox="487 909 1050 1503"> <p>Knowledge <i>Students will need to know...</i></p> <ul style="list-style-type: none"> - Topic - Theme - Imagery - Figurative language - Metaphor - Simile - Symbol - Personification - Alliteration - Hyperbole - Idiom - Denotation - Connotation - Internal conflict - External conflict - Setting </div> <div data-bbox="1096 418 1680 1503"> <p>Essential Questions <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How does the text explore the human experience? - How do authors and artists use evidence to develop themes in text and other medias? - How do different authors communicate similar themes in a text? - How does an author’s craft, including the use of literary elements, communicate theme and tone? <p>Skills <i>Students will need to develop skill at...</i></p> <ul style="list-style-type: none"> - Analyzing how individuals, ideas, and events interact in a text to develop a central idea. - Determining the meaning of specific content vocabulary and applying it to the analysis of a text. - Determining how different texts address similar themes. - Identifying tone and mood and determine how they develop the theme of a text. - Citing strong textual evidence to support theme statements. - Identifying the central theme of multiple texts - Deciphering the denotative and connotative meaning of words and evaluate their impact on the text. </div> <div data-bbox="1705 418 2020 1445"> <p>Resources</p> <p><u>Short Stories</u> -“A Rose for Emily” by William Faulkner (Anchor Text) -“The Black Cat” by Edgar Allan Poe -“The Handsomest Drowned Man in the World” by Gabriel Garcia Marquez -“A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez -“The Feather Pillow” by Horacio Quiroga</p> <p><u>Poetry Selection:</u> -“Weary Blues,” “Landlord,” and “Democracy” by Langston Hughes -“If We Must Die,” “Harlem Dancer,” and “America” by Claude McKay -“Tableau,” “To A Swimmer,” and “I Have a Rendezvous with Life” by Countee Cullen</p> <p><u>Movie (Select One):</u> -<i>Remember the Titans</i> -<i>The Blindside</i></p> </div> |

audience.

W. 11-12.5 – Writing process

W. 11-12.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language:

L. 11-12.1 – Demonstrate command of the conventions of standard English grammar.

L. 11-12.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L. 11-12.5 – Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.

L. 11-12.6 – Acquire and use accurately general academic and domain-specific words and phrases.

Speaking and Listening

SL. 11-12.1: Participate in a range of collaborative discussions.

SL. 11-12.3: Evaluate a speaker's point of view.

- Tone
- Mood
- Diction
- Dialogue

- Composing a micro-theme using textual evidence to analyze a theme.
- Composing thoughtful and coherent theme statements.
- Interpreting figure of speech in context and analyzing their role in the text.



Unit 3 Text Sequence

January 23 – March 24 (43 days)

| LESSON | # OF DAYS | TEXT(S) |
|--------|-----------|--|
| 1 | 1 | Essential vocabulary |
| 2 | 2 | Figurative language packet |
| 3 | 2 | Topic -> Main Idea -> Theme (excerpts and images) |
| 4 | 16 | Poetry selections by Langston Hughes, Claude McKay, and Countee Cullen (2 Days during this time will be used for the Interim SBAC) |
| | 1 | Formative Assessment |
| 5 | 4 | A Passage from “Black Boy” by Richard Wright (Anchor Text) |
| 6 | 3 | “Black Boy” by Richard Wright Essay – Process Writing |
| 7 | 3 | Movie Analysis: Theme |
| 8 | 2 | Edit and Revision of “Black Boy” Process Writing |



| | | |
|----|---|---|
| | 2 | Benchmark Essay |
| 9 | 2 | “The Feather Pillow” by Horacio Quiroga |
| 10 | 1 | Benchmark Review |
| | 1 | Selected and Constructed Response Benchmark |
| | 3 | Personal Statements and PSAT Results (College Career Center Driven) |



INSTRUCTIONAL SEQUENCE

LESSON 1: 1 DAY

TEXT(S):

Essential Vocab. Power-point & Worksheet
"A Sidewalk Conversation" by Stetson Pluckey

STANDARDS:

RL. 11-12.2 – Determine two or more themes or central ideas and analyze their development over the course of the text.

RL. 11-12.4 – Determine the meaning of words and phrases as they are used in the text, including figurative language and connotative meanings.

ACADEMIC VOCABULARY:

- Topic
- Theme
- Imagery
- Figurative language
- Metaphor
- Simile
- Symbol
- Personification
- Alliteration
- Hyperbole
- Idiom
- Denotation
- Connotation
- Internal conflict
- External conflict
- Setting
- Tone
- Mood
- Dialogue
- Inference
- Climax
- Ambiguity

TEXT DESCRIPTION: Definitions of Essential Vocabulary and practice using a complete the definitions form and a story analysis.

UNIT UNDERSTANDING(S):

- ❖ Authors use figurative language, literary elements, and careful diction to develop theme, tone, and craft.
- ❖ Themes reflect social ideas and philosophies.

LESSON UNDERSTANDING(S):

- ❖ Essential vocabulary serves as a tool to better understand a text. A literary text can be interpreted in different ways with valid evidence.
- ❖ A text can be legitimately interpreted in different ways as long as interpretations are supported by textual evidence and an analysis of the author's craft

ESSENTIAL QUESTION(S):

- ❖ How does an author's craft, including the use of literary elements, communicate theme and tone?
- ❖ How does the text explore the human experience?

FOCUS QUESTION(S):

- ❖ How does the author use literary elements to present theme? How does an author create tone and mood?
- ❖ How does the ability to identify the literary strategies used by the author help in the interpreting of literature?

LESSON OVERVIEW: Summary of the Lesson Focus

1. The teacher will review the essential vocabulary via the power-point presentation.
2. The students will practice the definitions by doing the definition completion worksheet.
3. Students will practice using the essential vocabulary by answering text-based questions on "A Sidewalk Conversation" by Stetson Pluckey.



READ THE TEXT:

- ❖ Teacher uses power-point presentation to introduce vocabulary
- ❖ Independent or pair reading of short story (fable)

UNDERSTAND THE TEXT:

- ❖ **Text-dependent questions:**
completed independently or in pairs
- ❖ **Vocabulary Study:**
direct instruction and practice of terminology
- ❖ **Language Skills:**
Demonstrate via the use of standard English grammar and spelling in responding to text-dependent questions.
- ❖ **Thinking Map:**
completed to sequence the plot of a short fable (flow map)

EXPRESS UNDERSTANDING:

- ❖ Share evidence-based answers
- ❖ Class Discussion of the evidence-based answers



LESSON 2: 2 DAYS

**TEXT(S): Figurative Language
Packet**

STANDARDS:

**L. 11-12.5 – Demonstrate
understandings of figurative
language, word relationships, and
nuances in word meanings.**

ACADEMIC VOCABULARY:

- **Figurative language**
- **Metaphor**
- **Simile**
- **Personification**
- **Alliteration**
- **Hyperbole**
- **Idiom**

TEXT DESCRIPTION: Examples of specific types of figurative language are given to students in order for them to create their own.

UNIT UNDERSTANDING(S):

- ❖ Authors use figurative language, literary elements, and careful diction to develop theme, tone, and craft.

LESSON UNDERSTANDING(S):

- ❖ Students develop their voice and craft by writing examples of specific types of figurative language.

ESSENTIAL QUESTION(S):

- ❖ How does an author's craft, including the use of literary elements, communicate theme and tone?

FOCUS QUESTION(S):

- ❖ How does the intentional use of literary elements help students creatively and effectively communicate their ideas.

LESSON OVERVIEW: Teachers will use a circle map to quickly review the figurative language introduced in lesson one. Students will receive a figurative language packet that has examples of metaphors, similes, personification, alliteration, hyperboles, and idioms. After reviewing the examples, students need to write their own examples of figurative language in order to see how they can develop their voice as an author by using metaphors, similes, personification, alliteration, hyperboles, and idioms.

READ THE TEXT:

- ❖ Independent reading of figurative language packet.

UNDERSTAND THE TEXT:

❖ **Text-Dependent Questions:**

Students follow models to create original examples of figurative language or original interpretations of figurative language



❖ **Vocabulary Study:**

via practice writing and interpreting specific types of figurative language

❖ **Language Skills:**

Demonstrated via the use of standard English grammar and spelling in responding to text-dependent questions.

❖ **Thinking Maps:**

will be used to quickly review the types of figurative language introduced in the previous lesson

EXPRESS UNDERSTANDING:

- ❖ Independent writing of figurative language examples.



LESSON 3: 2 DAYS

TEXT(S):

Mini stories and selected fables

STANDARDS:

RL. 11-12.2 – Determine two or more themes or central ideas and analyze their development over the course of the text.

ACADEMIC VOCABULARY:

- Topic
- Theme

Text Specific Vocabulary:

- plight
- gnaw
- leisure

TEXT DESCRIPTION: Students will read mini stories (4-6 sentences) to practice identifying topics and themes. Students will also read 4 selected fables (4-6 sentences) to practice identifying topics and themes.

UNIT UNDERSTANDING(S):

- ❖ Themes reflect social ideas and philosophies.

LESSON UNDERSTANDING(S):

- ❖ Themes that come from fables reflect social ideas and life lessons.

ESSENTIAL QUESTION(S):

- ❖ How do authors and artists use evidence to develop themes?

FOCUS QUESTION(S):

- ❖ What details are used in the fables to help identify the theme?

LESSON OVERVIEW: On the first day, students will receive a handout that goes over and shows examples of how to change a topic into a theme based on mini stories. The teacher will go over this handout thoroughly. As a class, the first mini story will be read. In groups, students will work together to find the topic and theme of the first mini story. The class will share out their answers of the topic and theme for the first mini story. Once all sharing has taken place. The rest of the period will be independent reading and work of another three mini stories. Students will have to identify the topic and theme of the three remaining mini stories. On the second day, students will continue to practice identifying topics and themes within fables. They will complete another handout where they have to write the one word topic and a complete theme statement. The work from the first day and second day will be collected at the end of the second day.

READ THE TEXT:

- ❖ Independent reading
- ❖ Group reading
- ❖ Teacher reads to class



UNDERSTAND THE TEXT:

❖ **Text-Dependent Questions:**

Based on the one word topic, what is the theme?
What evidence supports the theme?

❖ **Vocabulary study:**

Students will review the definitions of the academic vocabulary involved with this lesson and contrast their definitions.

❖ **Language skills:**

Standard English grammar must be used during the completion of the text dependent questions.

❖ **Thinking maps:**

Two circle maps can be completed. One can be used to define “topic” and one to define “theme.” This will help students see the difference of the two before they attempt to write theme statements.

EXPRESS UNDERSTANDING:

- ❖ Students will share their theme statements from the last fable within small groups. Groups will pick the best theme statement to share with the entire class.



INSTRUCTIONAL SEQUENCE

LESSON 4: 16 DAYS

TEXT(S):

"Tableau" & "I have a rendezvous with Life" by Countee Cullen (Handout)
"Bound No'th Blues" & "Democracy" by Langston Hughes (Handout)
"America" & "If We Must Die" by Claude McKay (Handout)

STANDARDS:

RL. 11-12.1 – Cite textual evidence to support analysis.

RL. 11-12.2 – Determine two or more themes or central ideas and analyze their development over the course of the text.

RL. 11-12.4 – Determine the meaning of words and phrases as they are used in the text, including figurative language and connotative meanings.

ACADEMIC VOCABULARY:

- Topic
- Theme
- Imagery
- Figurative language
- Metaphor
- Simile
- Symbol
- Personification
- Alliteration
- Hyperbole
- Idiom
- Denotation
- Connotation
- Internal conflict

TEXT DESCRIPTION: Summary of the texts: "Tableau" is about two young men who walk down the street, unashamed of their inter-racial friendship despite the negative stares of others. "I have a rendezvous with Life" communicates a young man's eagerness to face life despite the problems he will face. "Bound No'th Blues" expresses the struggles of life in the south and a few guarded hopes about the future up North. "Democracy" is about the work it takes to maintain one's freedoms and the dangers of patience that allows others to take advantage. "America" looks at the love-hate relationship between America and her immigrants (as well as other groups that are both rewarded and abused by American economics and politics). "If We Must Die" expresses the conviction that one must fight for quality of life.

UNIT UNDERSTANDING(S):

- ❖ Themes reflect social ideas and philosophies.
- ❖ Multiple texts can address and develop the same themes.
- ❖ Authors use figurative language, literary elements, and careful diction to develop theme, tone, and craft.

LESSON UNDERSTANDING(S):

- ❖ Social ideas are reflected in the theme of a work.
- ❖ Poets addressed the social issues of their day and their poems are relevant for historical insight and to address the social issues of today (Harlem Renaissance).
- ❖ Poetic language is uniquely effective for communicating ambiguity and complex feelings.

ESSENTIAL QUESTION(S):

- ❖ How does the text explore the human experience?
- ❖ How do different authors communicate similar themes in a text?
- ❖ How does an author's craft, including the use of literary elements, communicate theme and tone while making room for ambiguity?

FOCUS QUESTION(S):

- ❖ What social issues do the poems reflect? How are these social issues presented and developed?



- External conflict
- Setting
- Tone
- Mood
- inference
- ambiguity

- ❖ How do poets use literary elements to create tone?
- ❖ How do poets use literary elements to express multiple themes?

LESSON OVERVIEW: Summary of the Lesson Focus **(Week 1)**

Students will read two poems by each of three authors (Cullen, Hughes, and McKay). Via personal reflection, think-pair-share, text-based questions, and class discussion, the students will analyze how the authors use literal and figurative language to communicate a theme. The students will also compare the themes of the three authors to draw some conclusions about the poetry of the Harlem Renaissance and why it is still relevant today.

Day 1 - two poems by Countee Cullen (see Unit 3, Lesson 7a)

Day 2 - two poems by Langston Hughes (see Unit 3, Lesson 7b)

Day 3 - two poems by Claude McKay (see Unit 3, Lesson 7c)

Days 4 & 5 - Comparison of the authors and synthesis of the six poems to draw conclusions on the Harlem Renaissance (see Unit 3, Lesson 7d)

NOTE: Two poems by each author are suggested (one for class work in groups and one for independent work/homework). If teachers find that students need more time, they may choose to do just one poem for an author.

Week 2: The students will write a three-paragraph theme essay, using the RACE method, focusing on one of the poems from previous week.

Prompt: Choose ONE of the six poems we discussed and analyzed last week. Write a three paragraph microtheme in which you discuss the theme of the poem using three pieces of evidence that support the theme. Make sure that you explain how the quotes prove the theme. Your microtheme should have an intro, strong body paragraph and conclusion.

- **Day One:** Create a thinking map with a theme statement and textual evidence that supports that theme. (Teacher may collect or approve thinking map before moving on to the writing stage).
- **Day Two-Three:** Begin composing essay using laptops. Students will be given two days to write, but teacher may modify according to student/class needs.
- **Day Four:** Students complete a peer-edit/revision worksheet. (see attachment)
- **Day Five:** Students apply peer-edit comments to their essay and submit to turnitin.com



Week 3: Students will research a poet of their choice (selected from a list) and analyze three to five poems. They will provide biographical information on the poet, break down the poems and discuss whether the poet meets the characteristics of their genre. (see handout)

READ THE TEXT:

- ❖ Independent reading - first read for each poem is done by the student independently
- ❖ Partner/Teacher reading - second reading of each poem is done with partner or as a class
- ❖ Close Read strategies: analyze specific examples of figurative language by completing chart

UNDERSTAND THE TEXT:

- ❖ **Text-Dependent Questions:**
students respond to text-dependent questions for each poem with small group help
- ❖ **Vocabulary Study:**
for each poem, students will define words that are particularly well-chosen; the students will define these words and analyze why the author chose these words
(analysis of author's diction)
- ❖ **Language skills:**
students will analyze the effectiveness of non-standard African-American dialect as part of the completion of evidence-based answers
- ❖ **Thinking Maps:**
Students will also use a Brace Map to prepare for the closing synthesis assignment on the Harlem Renaissance (see Unit 3, Lesson 7d)



Harlem Renaissance

The Issues

The Emotions

The Writing Styles

The Language

EXPRESS UNDERSTANDING:

- ❖ Small Group Discussion of each poem
- ❖ Writing task - short constructed responses to text-dependent questions
- ❖ Small Group Completion of the comparison and synthesis activity (see Unit 3, Lesson 7d)
- ❖ Class Discussion of what the small groups discovered in the comparison and synthesis activity.



LESSON 5: 4 DAYS

TEXT(S): passage from “Black Boy” by Richard Wright (in the text book)

STANDARDS:

Reading Literature:

RL. 11-12.1—Cite textual evidence to support analysis

RL. 11-12.2—Determine two or more themes or central ideas and analyze their development over the course of the text.

RL. 11-12.7—Analyze multiple interpretations of a story

Writing:

W.11-12.2 a-f—Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis or relevant content.

Language:

L.11-12.5—Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.

ACADEMIC VOCABULARY:

1. foreshadowing
2. flashback
3. symbol

TEXT DESCRIPTION: In this passage of “Black Boy,” Richard’s mother begins sending him out to buy groceries, and a pack of young boys in the neighborhood continually beat him up, stealing his food basket and money. Richard complains to his mother, who tells him he won’t be allowed back in the house if he doesn’t purchase the food. She gives him more money and a stick to beat off the bullies, which Richard eventually uses on them, scaring them away. At this point, Richard reports that he feels more comfortable walking the streets of Memphis, though he is only a young boy.

UNIT UNDERSTANDING(S):

- ❖ Social ideas are reflected in the theme of a work that can be interpreted in different ways with valid evidence.
- ❖ Evidence is needed to support analysis and reflection about a text.
- ❖ Authors use figurative language to develop a theme.

LESSON UNDERSTANDING(S):

- ❖ Students will close-read a short story and identify stylistic devices to reveal character and theme through class discussion and text dependent questions.
- ❖ Students will write an essay that analyzes one of the three thematic topics in the story.
- ❖ Students will prepare for the essay by completing a graphic organizer and locating quotation for supporting evidence.

ESSENTIAL QUESTION(S):

- ❖ How does an author use literary elements to present theme?
- ❖ How does the text explore the human experience?
- ❖ Why do authors use symbols?

FOCUS QUESTION(S):

- ❖ How does an author use flashbacks, foreshadowing, and symbolism to reveal character and theme to the reader?
- ❖ How does 3rd person point of view through neighbors reveal the protagonist’s character?
- ❖ How does ambiguity create uncertainty, multiple interpretations, and suspense in a short story?

LESSON OVERVIEW: Day 1 – Background on Richard Wright. Day 2—Teacher will lead the first reading of the text and will stop to allow discussion and answering of text dependent questions. Days 3 and 4—Small groups will re-read the story and answer extended analysis questions. Day 4—Students will prepare for the essay by reading the



- 4. ambiguity
- 5. inference
- 6. theme
- 7. figurative language
- 8. gothic genre

prompt and completing a thinking map by re-reading the text independently.

READ THE TEXT:

- ❖ Independent reading
- ❖ Small group reading
- ❖ Teacher reads to class

UNDERSTAND THE TEXT:

Close Read strategies:

- ❖ Annotate text during first read. Use annotations to help answer text dependent questions.

Text-dependent questions:

1. Based on the dialogue, how would you describe young Richard Wright? How would you describe his mother? Use Textual Evidence to support your answer.
2. Although disappointed with the boat, Wright states that, “Solace came when I wandered around the boat and gazed at Negroes, throwing dice, drinking whiskey, playing cards, lolling on boxes, eating, talking and singing” (1016). What argument is Wright making (what is he claiming)? Is his argument valid? What key words from the text support his argument? Explain.
3. Reread paragraph three on page 2. Make a claim about Wright’s attitude toward his father. Use textual evidence to support your claim.
4. What is the difference between the two kinds of hunger described in paragraph four on page 2? Use textual evidence to support your comparison.
5. What does, “but it had never occurred to me that his absence would mean that there would be no food” (top of page 4) mean towards Richard’s feelings about his father?
6. Based on the dialogue on page 4, what is the tone of Richard at this point? Give textual evidence to support this answer.
7. Delineate (describe) Wright’s new responsibilities after his mother goes to work? What do these new responsibilities tell us about society?
8. In the end of the last paragraph on page 4, Wright acquires a new responsibility. What is this new responsibility? What does this new responsibility symbolize?
9. Write the quote that best demonstrates the mother’s reaction to Wright’s retelling of what happened to him at the supermarket. What claim can we make about his mother based on her response?
10. Analyze the mother’s dialogue and tone when she finally speaks to him about the incident with the neighborhood boys. What does she say to him? What is her tone? What does her dialogue say about her?



- | | |
|--|---|
| | <p>11. From the dialogue on page 5 and 6, what can you infer is Richard's mother's motivation? What does the dialogue not tell you? Use textual evidence.</p> <p>12. "If I were beaten at home, there was absolutely nothing that I could do about it; but if I were beaten in the streets, I had a chance to fight and defend myself" (pg. 6). Is this statement valid? Use textual evidence to support your response.</p> <p>Language skills:</p> <ul style="list-style-type: none">❖ Standard English grammar must be used during the completion of the text dependent questions. <p>Thinking Maps:</p> <ul style="list-style-type: none">❖ Students will choose between a Tree Map, Brace Map, or Partial-Flow Map to outline their essay. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none">❖ Writing task: Identify the main theme in the passage from "Black Boy" and support the theme with no less than 3 pieces of textual evidence. |
|--|---|



LESSON 6: 3 Days

RESOURCES: A passage from Richard Wright's "Black Boy"

STANDARDS:

W 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ACADEMIC VOCABULARY:

- Theme
- Evidence
- Commentary

WRITING TASK: In a well-organized, multi-paragraph essay, identify the main theme in the passage from Richard Wright's "Black Boy." Be sure to support your theme with specific evidence from the passage.

UNIT UNDERSTANDING(S):

- ❖ Evidence is needed to support analysis and reflection about the themes of multi-modal text.
- ❖ Authors use figurative language, literary elements, and careful diction to develop theme, tone, and craft.

LESSON UNDERSTANDING(S):

- ❖ Textual evidence can be found in the passage from "Black Boy" that will support and validate your theme.
- ❖ Having knowledge of how authors use figurative language, literary elements, and careful diction will allow you to see how their themes, tone, and craft are developed.

ESSENTIAL QUESTION(S):

- ❖ How do authors and artists use evidence to develop themes in text and other medias?
- ❖ How does an author's craft, including the use of literary elements, communicate theme and tone?

FOCUS QUESTION(S):

- ❖ Why did you choose the evidence from the text that you did in order to support your theme?
- ❖ How did having knowledge of figurative language, literary elements, and carefully used diction, help you see how authors use these things to develop their themes and tone?

LESSON OVERVIEW: Students will formulate and compose their first draft theme essay. The majority of the time of this lesson will be spent working directly with students, providing them with the support necessary to complete the writing process.

PREWRITING (DAY 1)

- ❖ Students will gather the information necessary from the passage to construct their theme statement. They will complete a thinking map of their choice to gather their information on. The teacher guides students through the double bubble map and provides support to students as they



compose their own theme statement using complex sentences.

DRAFTING:

- ❖ **Day 2 and 3:** Students will write their theme essay in class. Students who did not finish their thinking map may continue to work on it during day two. Students should spend both days two and three writing their essay in class. The teacher can monitor students and provide one on one support for those students who need it.

REVISING & EDITING:

- ❖ **Day 3:** Students who complete their essay early will work with a partner and edit their essay. Specifications will be left to teacher discretion.

FIRST DRAFT:

- ❖ The first, typed draft of the essay will be due on **March 7, 2017**.



LESSON 7: 3 DAYS

RESOURCE(S): Movie *Remember the Titans* or *The Blindside*

STANDARDS:

W. 11-12.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL. 11-12.3 – Evaluate a speaker’s point of view.

ACADEMIC VOCABULARY:

- **Topic**
- **Theme**
- **Commentary**
- **Textual Evidence**

RESOURCE DESCRIPTION: Both movies have similar and multiple themes that students need to identify and explain.

UNIT UNDERSTANDINGS:

- ❖ Social ideas are reflected in the theme of a work.
- ❖ Evidence is needed to support analysis and reflection about a text/media.

LESSON UNDERSTANDING:

- ❖ Social ideas are reflected in themes of movies.

ESSENTIAL QUESTION(S):

- ❖ How do authors and artist use evidence to develop themes in text and other medias?

FOCUS QUESTIONS(S):

- ❖ What specific scenes within the movie help to support the main themes?

LESSON OVERVIEW: For three days students will watch a movie while citing specific examples that support the main theme. Students will use a Flow Map to help keep track of specific events that support the main theme. Students will need to first identify the theme that they wish to support, and they may not be able to do this until the end of the first day. On the last day, students will have to cite a minimum of 4 specific examples from the movie that support the theme they are discussing. They will give commentary on how the evidence they chose support their theme.

RESOURCE WILL BE WATCHED AS A CLASS

UNDERSTAND THE RESOURCE:

- ❖ **Vocabulary Study:**
Students will use academic vocabulary while completing thinking map and essay.



❖ **Language Skills:**

Standard English grammar must be used during the completion of the text dependent questions.

❖ **Thinking Maps:**

Students will use a Flow Map to keep track of events that will support their chosen theme.

EXPRESS UNDERSTANDING:

❖ Discussion upon completion of thinking map.

❖ Writing Task – Support the theme with pieces of evidence. Students must include commentary to explain how their evidence supports their theme.



LESSON 8: 2 Days

RESOURCES: Rough Draft of Richard Wright's "Black Boy" that was due on March 7th.

STANDARDS:

W 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ACADEMIC VOCABULARY:

- Theme
- Evidence
- Commentary

WRITING TASK: In a well-organized, multi-paragraph essay, identify the main theme in the passage from Richard Wright's "Black Boy." Be sure to support your theme with specific evidence from the passage.

UNIT UNDERSTANDING(S):

- ❖ Evidence is needed to support analysis and reflection about the themes of multi-modal text.
- ❖ Authors use figurative language, literary elements, and careful diction to develop theme, tone, and craft.

LESSON UNDERSTANDING(S):

- ❖ Textual evidence can be found in the passage from "Black Boy" that will support and validate your theme.
- ❖ Having knowledge of how authors use figurative language, literary elements, and careful diction will allow you to see how their themes, tone, and craft are developed.

ESSENTIAL QUESTION(S):

- ❖ How do authors and artists use evidence to develop themes in text and other medias?
- ❖ How does an author's craft, including the use of literary elements, communicate theme and tone?

FOCUS QUESTION(S):

- ❖ Why did you choose the evidence from the text that you did in order to support your theme?
- ❖ How did having knowledge of figurative language, literary elements, and carefully used diction, help you see how authors use these things to develop their themes and tone?

LESSON OVERVIEW: Students will edit and revise their first draft theme essay that has been graded by the teacher. Students will do peer editing after the completion of self-editing and revising. The majority of the time of this lesson will be spent working directly with students, providing them with the support necessary to complete their final draft.

REVISING & EDITING:

- ❖ **Day 1:** Students will review comments made by the teacher on their rough drafts and edit any mistakes. They will make revisions on their essay that should be saved on their School Loop



account.

- ❖ **Day 2:** Students will peer edit each other's essays. They will use the annotations notes handout to make notes on what needs to still be revised. Students have at least 3 classmates edit their essay.

FINAL DRAFT:

- ❖ The typed final draft of the essay will be due on **Friday, March 17, 2017.**

PREWRITING (DAY 1)

- ❖ Students will gather the information necessary from the passage to construct their theme statement. They will complete a thinking map of their choice to gather their information on. The teacher guides students through the double bubble map and provides support to students as they compose their own theme statement using complex sentences.

DRAFTING:

- ❖ **Day 2 and 3:** Students will write their theme essay in class. Students who did not finish their thinking map may continue to work on it during day two. Students should spend both days two and three writing their essay in class. The teacher can monitor students and provide one on one support for those students who need it.

REVISING & EDITING:

- ❖ **Day 3:** Students who complete their essay early will work with a partner and edit their essay. Specifications will be left to teacher discretion.

FIRST DRAFT:

- ❖ The first, typed draft of the essay will be due on **March 7, 2017.**



LESSON 9: 2 DAYS

TEXT(S):

"The Feather Pillow" by Horacio Quiroga (textbook pages 725-731 or electronic copy)

Quiroga's "Feather Pillow" Pre-reading and Reading Guide Packet

Quiroga Powerpoint

STANDARDS:

English Language Arts Common Core Standards: College and Career Readiness Anchor

Standard for Reading: Read and comprehend complex literary texts independently and proficiently.

RI. 11-12.3 – Analyze complex set of ideas and explain how individual ideas and events interact.

RL. 11-12.1 – Cite textual evidence to support analysis,

RL. 11-12.2 – Determine two or more themes or central ideas and analyze their development over the course of the text.

RL. 11-12.3 – Analyze the impact

TEXT DESCRIPTION: A forefather of Magical Realism, Uruguayan author, Horacio Quiroga explores the struggle of man through his use of the supernatural. In his short story, "The Feather Pillow" Quiroga explores the cold marriage between Alicia and Jordan. Early in their marriage, Alicia becomes gravely ill with a disease that baffles the doctors and worries Jordan. After Alicia's death, Jordan and a servant discover that Alicia was killed by a blood-sucking parasite in her pillow.

UNIT UNDERSTANDINGS:

- ❖ Themes reflect social ideas and philosophies
- ❖ Authors use figurative language, literary elements, and careful diction to develop theme, tone and craft.

LESSON UNDERSTANDINGS:

- ❖ Quiroga's use of symbolism, figurative language and point of view to develop various themes
- ❖ Horror stories can do more than frighten readers because they can offer real insights into the human condition and difficulty of life.

ESSENTIAL QUESTION(S):

- ❖ How does a text explore the human condition?
- ❖ How does an author's craft, including the use of literary elements, communicate theme and tone?

FOCUS QUESTION(S):

- ❖ How does the ability to identify the literary strategies used by the author help in the interpreting of literature?
- ❖ How does an author both entertain and teach, including insights gained from life experience?

LESSON OVERVIEW:

1. The students will read a short biographical sketch on Horacio Quiroga and complete a circle map. For the frame of reference, teachers may ask "How might Quiroga's autobiographical information influence his writing?" Note: teacher may replace this with the powerpoint presentation.
2. The students will preview some of the difficult vocabulary in the story and, if time permits, may practice using this vocabulary in original sentences.



of the author's choices regarding how to develop and relate elements of a story.
RL. 11-12.7 – Analyze multiple interpretations of a story or poem.
W. 11-12.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
L 11-12.5 – Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.

ACADEMIC VOCABULARY:

- Topic
- Theme
- Imagery
- Figurative language
- Symbol
- Denotation
- Connotation
- Internal conflict
- External conflict
- Setting
- Tone
- Mood
- Dialogue
- Inference
- Climax
- Ambiguity

3. The students will read "The Feather Pillow" (independently, in pairs, or as a whole class) and respond to text dependent questions that both guide reading and help with analysis.
4. The students will demonstrate independent analysis of the imagery of the parasite and the development of two or three of the story's themes by writing two short constructed responses.

READ THE TEXT:

- ❖ Day 1 - independent reading of the biographical sketch on Horacio Quiroga (or teacher mini-lecture on Quiroga using the powerpoint presentation)
 - time permitting, students will complete a Circle Map
 - students will complete the tiered vocabulary exercise to prepare for the reading
 - time permitting, students will write original sentences using the target vocabulary
- ❖ Day 2 - Students will read "The Feather Pillow" (independently, in pairs, or as a whole class)

UNDERSTAND THE TEXT:

- ❖ **Text-dependent questions:**
completed independently or in pairs
- ❖ **Class discussion of the evidence-based answers-** the teacher will ask probing questions to guide students to see that the ambiguity in the story both heightens the horror and develops the themes: stifling feelings can be dangerous; love must be expressed; material riches are an inadequate expression of love; ignoring the emotional needs of loved ones can slowly suck the life right out of them, etc.

EXPRESS UNDERSTANDING:

Students will work independently to write two short constructed responses: one on the parasite in the story and the other on two or three themes in the story

Class Discussion of the ideas in the short constructed responses



INSTRUCTIONAL SEQUENCE

LESSON 10: 1 DAY

TEXT(S):

"Flying Fish" by Stetson Pluckey

Benchmark Review Worksheet

STANDARDS:

All the Common Core Standards practiced in Unit 3

ACADEMIC VOCABULARY:

- theme
- central idea
- view
- message
- Imagery
- figurative language
- simile
- metaphor
- personification
- hyperbole
- connotation
- setting
- tone
- mood
- dialogue
- inference
- climax

TEXT DESCRIPTION: Tanya leaves the comfort of family friends and high school to enter university. She feels like a fish out of water, flying when she was used to swimming, but a new friend helps her dive into the big ocean of college life. (Corny metaphors - hey! this is a review with a few giggles).

Unit Understandings:

- ❖ This is a review of ALL the Unit Understandings

Lesson-specific Understandings:

- ❖ Even a tiny story can contain all the rhetorical strategies we have studied by identifying rhetorical strategies in a tiny story.

ESSENTIAL QUESTION(S):

- ❖ This is a review of ALL the unit essential questions.

FOCUS QUESTION(S):

- ❖ How can a student use an understanding of rhetorical strategies to better appreciate any piece of writing, even one that is apparently simple?

LESSON OVERVIEW: Summary of the Lesson Focus

1. The students will independently read a short story in poetic form
2. The students will independently answer the text-dependent questions.
3. The students will discuss their answers with their classmates to review and apply all they have learned in Unit 3.

READ THE TEXT:

- ❖ Students will read "Flying Fish" independently (cold read).



UNDERSTAND THE TEXT:

TEXT DEPENDENT QUESTIONS:

- ❖ Students will answer the text based questions independently.

VOCABULARY STUDY:

- ❖ Review of all the academic vocabulary used during Unit 3.

LANGUAGE SKILLS:

- ❖ Standard English grammar must be used during the completion of the text dependent questions.

EXPRESS UNDERSTANDING:

- ❖ Students will discuss their answers with their classmates (small group and/or class as a whole) to deepen their review of the rhetorical strategies and analysis skills.