Paramount Unified School District
Educational Services

English Language Arts 4
Curriculum Guide
Unit 3
2016-2017

Paramount Unified School District
Educational Services

Unit Focus: **How authors use characters, structure, and literary devices to develop their theme.**

Standards	Transfer Goals
Reading Literature RL.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. RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (including how the characters/archetypes are introduced and developed). RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. RL.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)	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.

Understandings	Essential Questions	Resources
Students will understand … • Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. • How authors use characters to convey or develop themes or central ideas. • How to analyze the impact of specific word choices on meaning and tone, including words with multiple meanings in different texts • How to analyze different points of view and distinguish what is directly stated in a text from what is really meant. • Analyze how two or more themes develop over the course of a text, including how they interact and build. • How themes in literature can be universal and timeless.	*Students will keep considering…* • How do authors use literary structures such as parallelism, allegory, symbolism etc. to develop their themes or central ideas? • What specific choices do authors make about characterization to develop themes or central ideas? • How does a text's diction impact meaning, tone, etc? • What techniques are useful to understand implied meaning of a text? • How does the author build themes over the course of the text and how do those themes interact to produce a complex view of the human condition? • What lessons about life can be learned from the universal and timeless themes in literature?	**Anchor Text** Dr. Jekyll and Mr. Hyde *Related Texts:* **Literary** • Pg. 578 *The Rime of the Ancient Mariner* **Poems** • Pg. 541 & 543* "The Chimney Sweeper" poems • Pg. 618* "Ozymandias" **Informational** • Research on topics related to Dr. Jekyll and Mr. Hyde or *Rime of the Ancient Mariner* **Nonprint** • Film version of Dr. Jekyll and Mr. Hyde • Gothic art by Goya • Images of Dr. Jekyll and

	Knowledge	Skills	
Reading Informational Text RI.1Cite 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. RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **Writing** W.1A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. W.2Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W. 4,5 W.9 draw evidence from literary or informational texts to support analysis, reflection, and research. **Speaking and Listening** SL.11-12.1abc, 3-5 **Language** L.11-12.1-6	*Students will need to know…* - Theme or central idea - How theme(s) develop and build upon one another - Author's choice on how to develop and relate elements of a story or drama - Meanings of words/phrases (denotative/connotative) and the impact word choice has on meaning and tone - Structure of specific parts of the text - Distinguish between what is directly stated and what is really meant - Poetic forms (ballad, ode, etc) - Point of view/speaker - Figurative devices including figurative language, tone, symbolism - Historical context - Analyze artistic choices and how the choices impact meaning (similarities/differences or compare/contrast) - Author's craft: character development (characterization) - MLA format - Citation	*Students will need to develop skill at…* - Determining the various themes and how they are developed - Analyzing and explaining how the author develops character in a text - Interpreting an author's purposeful use of specific words. - Using the poetic form as a basis for understanding the meaning. - Determining what between what is stated and what is meant - How the structure of the text contributes to the overall meaning or theme - Communicating properly with others including a partner, to the class, and as a collaborative group - Analyzing and explaining complex ideas and/or sequence of events and how they interact - Analyzing in detail the structure of a paragraph - Determining meaning of words and phrases used and how it impacts the overall meaning and tone and using them in writing - Writing an informative essay - Conducting proper research using reliable sources, recording the results of inquiry in appropriate MLA Format. - Creating a multimedia visual aide for presenting the results of research using MLA formatting	Mr. Hyde - The song Rime of the Ancient Mariner - Video accompaniment of The of Rime of the Ancient Mariner

Unit 3 Text Sequence
January 23 – March 24 (43 days)

LESSON	# OF DAYS	TEXT(S)
1	6	(Poetry) *Blake- "The Chimney Sweeper": pp. 541-543 * Shelley- "Ozymandias": pp. 618-619 "To a Skylark" for opposing points of view
2	1	Vocabulary review and introduction on theme, allegory, structure, tone, symbol, satire, diction.
3	8	Coleridge-"The Rime of the Ancient Mariner": (Narrative Poem) pp. 578
4	4	Writing Assignment based on "The Rime of the Ancient Mariner"
	1	Formative Assessment
5	19	Stevenson- Dr. Jekyll and Mr. Hyde (novel)
		Quarter Final

INSTRUCTIONAL SEQUENCE

| **LESSON 1: 6 DAYS**
January 23-30

TEXT(S):
pp.541-543 "The Chimney Sweeper"
pp. 618-619 "Ozymandias"

STANDARDS:
RL11-12.1
RL11-12.2
RL11-12.4
RL11-12.5

TEXT DEPENDENT VOCBULARY:
Scarcely
Heath
Antique
Visage
Sneer
Mock
Colossal

ACADEMIC VOCABULARY:
Theme
Parallelism
Speaker
Literary Devices | **TEXT DESCRIPTION**: Beginning in the late eighteenth century, English society was being rocked by great political, economic, and social changes. The neoclassical faith in reason and its reverence for order and tradition, which had dominated English thought and literature for more than a century, seemed inadequate in the face of these profound upheavals. New ways of thinking, feeling, and responding to change seemed needed.

LESSON UNDERSTANDING(S):
❖ **Unit Understandings:**
Students will use textual evidence to support their assertions.
Students will determine two or more themes within the text, including how they interact and build on one another to produce a complex account.
Students will analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
 Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; and analyze the impact of specific word choices on the overall meaning and tone of the text.
❖ **Lesson-specific Understandings:**
Students will be able to apply academic vocabulary such as parallelism as they analyze the text to determine the themes through structure development and the impact of author's choice in words and phrases used to add to the overall meaning and tone of a text.

ESSENTIAL QUESTION(S):
❖ How do authors use various literary structures and devices to develop themes? (parable, allegory)
❖ How do authors use characters to convey or develop themes?
❖ How do you analyze the impact of specific words choices on meaning and tone, including words with multiple meanings in different texts?
❖ How do authors use various literary structures and devices to develop themes? (parable, allegory)
❖ How do you analyze the impact of specific words choices (literary devices) on meaning and tone, including words with multiple meanings in different texts?
❖ How do you recognize ambiguity of theme? |

| (imagery, tone etc. including Figurative Language) Symbolism Diction Repetition Irony | **FOCUS QUESTION(S):**

 "Ozymandias"
 1. How does the author demonstrate that pride is the downfall of many great men?
 2. How does the inscription reveal about the type of character Ozymandias was?
 3. What is the author's view of earthly glory?
 4. What themes are evident in the poem?
 5. What literary devices does the author use to enhance the theme?
 6. What message does the author convey about political figures?
 7. Can human beings achieve immortality through their words and their works?

 "The Chimney Sweeper"
 1. How can a poet use a few well-chosen details to develop a complex, well-rounded character?
 2. How are those well-chosen details (rounded character) used to develop the theme(s)?
 3. How do authors use color symbolically?
 4. How do author use symbolism to help develop the theme(s)?
 5. What emotional effect can an author elicit with careful diction and repetition?
 6. What poetic devices can help contribute to the tone of a poem?

 LESSON OVERVIEW: Students will read and analyze the text focusing on the author's choice on how to structure the poem(s) and how it impacts the theme(s) through analysis and textual evidence as they read (RL11-12.1, RL11-12.2, and RL11-12.5). Students will determine the meaning of words and phrases and analyze how they impact the overall meaning (theme) and tone of a text (poem) through analysis and textual evidence (RL11-12.1, RL11-12.2, RL11-12.4).

 READ THE TEXT:
 ❖ Background information and discussion on the time period using teacher chosen resources or derived resources.
 ❖ Students will read all or a designated section independently of "Songs of Innocence".
 ❖ As a class students will reread all or a designated section of the poem "Song of Innocence" and annotate poem.
 ❖ Students will have a class discussion and answer basic comprehension questions.
 ❖ Students as a class, partners or small groups will discuss the way the author structures the poem and how |

the structure impacts the theme. Students will discuss common themes of the poem and how they develop. Students will discuss the meaning of certain words or phrases in the poem and how they impact the overall meaning and tone of the poem (**RL11-12.1, RL11-12.2, RL11-12.4, RL11-12.5).**

- ❖ Students will read all or a designated section independently of "Song of Experience".
- ❖ As a class students will reread all or a designated section of the poem "Song of Experience" and annotate the poem.
- ❖ Students will have a class discussion and answer basic comprehension questions.
- ❖ Students as a class, partners or small groups will discuss the way the author structures the poem and how the structure impacts the theme. Students will discuss common themes of the poem and how they develop. Students will discuss the meaning of certain words or phrases in the poem and how they impact the overall meaning and tone of the poem (**RL11-12.1, RL11-12.2, RL11-12.4, RL11-12.5).**
- ❖ Students will demonstrate deeper understanding of the poems by answering text dependent questions.
- ❖ Students as a class, pairs or small groups will create a thinking map to compare and contrast the similarities and differences in the tone, symbolism, and point of view.
- ❖ Students will write a constructed response base on their thinking map observations on how and why the poems are similar and different.
- ❖ Students will read all or a designated section independently of "Ozymandias".
- ❖ As a class students will reread all or a designated section of the poem "Ozymandias" and annotate the poem.
- ❖ Students will have a class discussion and answer basic comprehension questions.
- ❖ Students as a class, partners or small groups will discuss the way the author structures the poem and how the structure impacts the theme. Students will discuss common themes of the poem and how they develop. Students will discuss the meaning of certain words or phrases in the poem and how they impact the overall meaning and tone of the poem (**RL11-12.1, RL11-12.2, RL11-12.4, RL11-12.5).**
- ❖ Students will demonstrate deeper understanding of the poems by answering text dependent questions.

UNDERSTAND THE TEXT:
- ❖ As teachers read and go through text with students for various close reads of the text, focus on reading and discussing specific parts of the text where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understanding, Essential Questions, and Focus Questions. Teacher should begin by asking comprehension level (DOK and 2) questions before mobbing on to higher-level questions.

❖ *Text-Dependent Questions*
"The Chimney Sweeper"

1. What details of the speaker's history do you learn in the first poem? What is his present life like?
2. In the first poem, how does the angel reassure Tom Dacre in his dream? What moral lesson does the speaker in the poem draw from Tom's dream?
3. How does the author use Tom Dacre's dream to show the contrast with the actual conditions of his daily life?
4. How does Blake use white and black symbolically to suggest innocence and experience in each of these two poems?
5. In the second poem, how does the young chimney sweeper answer the adult's question? How does that information help the reader understand the character's point of view? What do you think is symbolic about his "clothes of death"?
6. How does Blake's use of parallelism in both poems add to their emotional effect? Discuss specific examples of parallelism in the poems.

"Ozymandias"
1. What conclusion can be drawn by the expression on the face of the statue?
2. What tone does the author create by saying "… sneer of cold command"?
3. Infer what the broken monument symbolizes?
4. Irony is a discrepancy between expectations and reality. What did Ozymandias expect people to see when they looked at his work? What do they actually see?
5. "Look on my works, ye Mighty, and despair!" Who is Ozymandias referring to when he speaks of ye Mighty? Why should they despair?
6. What is the message of the poem/text? Which sentence(s) best supports the theme of the poem?

❖ *Vocabulary Study*
  • Students work in depth with the academic vocabulary words using a variety o methods and activities appropriate to the words chosen **(L11-12.1, L11-12.2, and L11-12.3).**

❖ *Language Skills*
  • Teach mini lesson on how punctuation controls the pace of the text.
  • Have students find examples of punctuation in the text that controls the pace of the text.

	❖ ***Thinking Maps Opportunities*** ❖ Students can create a thinking map that describes/defines innocence. Students will can create a thinking map that describes/defines experience. ❖ Students either as a class, in pairs or small groups will create a thinking map that to compare and contrast the similarities and differences in the tone, symbolism, and point of view. **EXPRESS UNDERSTANDING:** ❖ Students create a thinking map that compares and contrasts the differences between the "Song of Innocence" and "Songs of Experience". ❖ Students develop a constructed response that explains how and why the poems are similar and difference with textual evidence to support their assertions.

INSTRUCTIONAL SEQUENCE	
LESSON 3: 8 DAYS January 31-Febuary 9 **TEXT(S): pp.578 "The Rime of the Ancient Mariner"** **STANDARDS:** **RL11-12.1** **RL11-12.2** **RL11-12.3** **RL11-12.4** **RL11-12.5** **RL11-12.6** **W11-12.2** **W11-12.4** **W11-12.5** **W11-12.9**	**TEXT DESCRIPTION**: A literary ballad that explores the torments that guilt can inflict on the human soul and the terrible expiation required of those who sin against nature. The setting is apparently medieval, and the principal characters are the ancient Mariner-an old, weary sailor-and the Wedding Guest, to whom he tells his tale. Because of his sins and misdeeds, as his penance, the Mariner must wander the earth for the rest of his life, telling his fantastic tale to passing strangers. **LESSON UNDERSTANDING(S)**: **Unit Understandings:** ❖ Students will use textual evidence to support their assertions. ❖ Students will determine two or more themes within the text, including how they interact and build on one another to produce a complex account. ❖ Students will analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. ❖ Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; and analyze the impact of specific word choices on the overall meaning and tone of the text.

TEXT DEPENDENT VOCABULARY: **Albatross** **Bassoon** **Tyrannous** **Dismal** **Parched** **Keel** **Ghastly** **Sultry** **Strewn** **Forlorn** **Abated** **Wrenched** **Jargoning** **ACADEMIC VOCABULARY:** **Allegory** **Characterization** **Theme** **Symbolize** **Literary Structure** **Ballad** **Literary Device tone, imagery etc. including Figurative Language**	**Lesson-specific Understandings:** ❖ Students will be able to apply academic vocabulary such as allegory and symbolism as they analyze the text to determine the themes through character and structure development and the impact of author's choice in words and phrases used to add to the overall meaning and tone of a text. **ESSENTIAL QUESTION(S):** ❖ How do authors use various literary structures and devices to develop themes? (parable, allegory). ❖ How do authors use characters to convey or develop themes? ❖ How do you analyze the impact of specific words choices on meaning and tone, including words with multiple meanings in different texts? **FOCUS QUESTION(S):** ❖ How does the author use allegory throughout the ballad to develop the theme(s) over the course of the text? ❖ How does author use symbolism throughout the ballad to develop the theme(s) over the course of the text? ❖ How does the author uses characters, diction, figurative language and other literary devices to develop the themes and universal human truth? **LESSON OVERVIEW:** Students will focus on the author's choice on how to structure the text specifically allegory and symbolism and how it impacts the theme(s) through analysis and textual evidence as the y read (RL11-12.1, RL11-12.2, and RL11-12.5). Students will focus on the author's choice on how to develop the character(s) and how they impac t the theme(s) through analysis and textual evidence as they read (RL11-12.1, RL11-12.3, and RL11-12.5). Students will determine the meaning of words and phrases and analyze how they impact the overall meaning (theme) and tone of a text through analysis and textual evidence (RL11-12.1, RL11-12.2, RL11-12.4). **READ THE TEXT:** ❖ Teacher will review academic vocabulary; most importantly allegory and symbolism. ❖ Teacher gives background information on the author and text. ❖ Students will read all or a designated section independently "The Rime of Ancient Mariner". ❖ As a class students will reread all or a designated section of the text. ❖ Students will have a class discussion and answer basic comprehension questions.

❖ Students as a class, partners, or small groups will discuss the way the author structures the literary ballad and how the author uses symbolism, allegory, and characters to develop the themes of the literary ballad.
❖ Students will create a thinking map that expresses understanding the text.
❖ Students will answer text dependent questions that demonstrate a deeper understanding of the text.
❖ Students will read all or a designated section independently "The Rime of Ancient Mariner".
❖ As a class students will reread all or a designated section of the text.
❖ Students will have a class discussion and answer basic comprehension questions.
❖ Students as a class, partners, or small groups will discuss the way the author structures the literary ballad and how the author uses symbolism, allegory, and characters to develop the themes of the literary ballad.
❖ Students will create a thinking map that expresses understanding the text.
❖ Students will answer text dependent questions that demonstrate a deeper understanding of the text.
❖ Students will read all or a designated section independently "The Rime of Ancient Mariner".
❖ As a class students will reread all or a designated section of the text.
❖ Students will have a class discussion and answer basic comprehension questions.
❖ Students as a class, partners, or small groups will discuss the way the author structures the literary ballad and how the author uses symbolism, allegory, and characters to develop the themes of the literary ballad.
❖ Students will create a thinking map that expresses understanding the text.
❖ Students will answer text dependent questions that demonstrate a deeper understanding of the text.

UNDERSTAND THE TEXT:
❖ As teachers read and go through text with students for various close reads of the text, focus on reading and discussing specific parts of the text where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understanding, Essential Questions, and Focus Questions. Teacher should begin by asking comprehension level (DOK and 2) questions before mobbing on to higher-level questions.

❖ *Text-Dependent Questions*
1. What is the effect of the contrast between the Mariner's appearance and the feast that is described in lines 7-8? Use textual evidence *(Pg. 581)*
2. Ballads are about the characters. What do you learn about the Mariner from words, appearance, and actions in lines 9-16? Use textual evidence *(Pg. 581 and 582)*

3. Why do you think Coleridge interrupts the basic stanza structure in lines 45-50? Use textual evidence to support your answer? *(Page 583)*
4. What poetic techniques are used in line 61? What does the author accomplish by using this technique? Use textual evidence to support your answer.
5. What startling action does the Mariner take at the end of Part 1? Use textual evidence to support your analysis? (*Page 584)*
6. What can the reader infer is his motivation for doing so? (*Page 584)*
7. Once again, Coleridge alters the stanza form in lines 91-102, why? Use textual evidence to support your analysis. *(Page 585)*
8. What are the immediate consequences of the Mariner's actions in Part 2? Trace the changing attitudes of the sailors. Find textual evidence to support your answer. *(Page 585)*
9. Describe the personified image of Death and "life in death" in lines 185-194. Use textual evidence. (*Page 588)*

   In an allegorical sense, what do the two ghosts represent?
10. In lines 220-223, what is the meaning of the simile and why is it important? Page 589
    Explain the simile in lines 220-223 and its significance. *(Page 589)*
11. Why does the fearful Wedding Guest interrupt the Mariner's story? Are his suspicions warranted? Find the textual evidence. (*Page 589)*
12. What is the effect of the alliteration and assonance in lines 232-233? Find textual evidence. (*Page 769)*
13. How do both supernatural and realistic elements work together in this ballad, particularly in lines 253-255 page 589-590?
14. Why is the stare of the dead men in lines 260-262 a curse on the Mariner? Give supporting textual evidence. *(Page 590)*
15. What breaks the spell on the Mariner? Use textual evidence to support your answer. Why do you think the Mariner finds the sea-snakes so beautiful? (*Page 590*)
16. In an allegory, symbols have both a literal and figurative meaning. What does the rain symbolize? (*Page 591-592)*
17. Why do you think the Mariner doubts his vision of his homeland in lines 464-471? (*Page 596)*
18. In lines 578-590, what brings the Mariner some peace? Find textual evidence to support your answer. What can the reader conclude is the Mariner's lifelong penance? Find textual evidence to support your answer?

19. Which sentence/statement best summarizes the allegorical theme or moral message in lines 612-617? Use textual evidence to support your analysis. *(Page 602)*
20. What can the reader infer is the result on the hearer of the tale, the Wedding Guest? *(Page 602)*

❖ *Vocabulary Study*
- Students work in depth with the academic vocabulary words using a variety o methods and activities appropriate to the words chosen **(L11-12.1, L11-12.2, and L11-12.3).**

❖ *Language Skills*
- Teach mini lesson on how syntax can be arranged in both a usual and unusual order to get an author's message across.
- Have students find examples of unusual syntax in "The Rime of Ancient of Mariner" lines 373-376 and arrange them to make more sense (usual order).

❖ *Thinking Maps Opportunities*
❖ Students can create a thinking map that shows how symbolism or allegory is used in the text to convey a message/theme(s).
❖ Students can create a thinking map that sequences the story's events.
❖ Students either as a class, in pairs or small groups can create a thinking map that to compare and contrast the similarities and differences between the mariner and the guest(s).

EXPRESS UNDERSTANDING:
❖ Students can create a thinking map that shows how symbolism or allegory is used in the text to convey a message/theme(s).
❖ Constructed response that explains what an allegory is and an example from either the text, another text, movie, or T.V. show that explains what they allegory is and how it is used to convey the message.
❖ Students can research a song that parallels righting a wrong with a right and/or the redemption similarities between the narrative poem and a song of their choosing.

LESSON 4: 4 DAYS February 10-16	**WRITING TASK**: In a well-constructed essay, analyze *The Rime of the Ancient Mariner* as an allegory; be sure to state why it is an example of an allegory, the theme (moral), and discuss how Coleridge uses either the mariner, the albatross, the sailors, and or the water snakes as symbols to develop the theme. You must choose at least two out of the four to illustrate the theme.
RESOURCES: "The Rime of the Ancient Mariner"	**LESSON UNDERSTANDING(S)**: Unit Understandings that apply to this lesson ❖ How do author's use an allegory to develop the theme(s) of a text Lesson-specific Understandings ❖ Proper MLA format ❖ Proper in text citation ❖ Using a sentence starter to introduce the textual evidence ❖ Difference between restating the text evidence vs. explaining how the textual evidence supports/proves your thesis ❖ How to use transition words to make your essay flow smoothly
STANDARDS: W11-12.2 W11-12.4 W11-12.5 W11-12.9	**ESSENTIAL QUESTION(S):** ❖ How does one write a proper MLA formatted essay?
ACADEMIC VOCABULARY: Characterization Literary Structure Literary devices including figurative language Theme	**FOCUS QUESTION(S):** ❖ How does one properly use in text citation in an essay? ❖ How do we incorporate the use of higher-level vocabulary to make our writing more sophisticated? ❖ When we write, how do we make sure that we demonstrate analysis of the text instead of just restating the text?
	LESSON OVERVIEW: Write an informative essay that shows how Coleridge uses allegories to help develop the theme of the literary ballad. Students will create a Thinking Map to help organize their thoughts and ideas Students will write a rough draft of their essay using their Thinking Map Students will continue write their rough draft, revise, and edit Students will continue to edit, revise, and write their final draft

PREWRITING:
- Students create a Thinking Map of their choosing

DRAFTING:
- Write rough draft using the Thinking Map

REVISING:
- Revise and write second draft

EDITING:
- In class, have students peer edit each other's writing

FINAL DRAFT:
- Have students write their final draft

INSTRUCTIONAL SEQUENCE

LESSON 6: 19 DAYS February 17- March 17 **TEXT(S): Dr. Jekyll and Mr. Hyde** **STANDARDS:** RL11-12.1 RL11-12.2 RL11-12.3 RL11-12.4 RL11-12.5 RL11-12.6 **TEXT DEPENDENT VOCSBULARY:** 1 Eminently Pedantically Properties	**TEXT DESCRIPTION**: It is about a London lawyer named Gabriel John Utterson who investigates strange occurrences between his old friend, Dr. Henry Jekyll, and the evil Edward Hyde. The work is commonly associated with the rare mental condition often called "split personality", referred to in psychiatry as dissociative identity disorder, where within the same body there exists more than one distinct personality. In this case, there are two personalities within Dr. Jekyll, one apparently good and the other evil. The novella's impact is such that it has become a part of the language, with the very phrase "Jekyll and Hyde" coming to mean a person who is vastly different in moral character from one situation to the next. **LESSON UNDERSTANDING(S)**: **Unit Understandings:** ❖ Students will use textual evidence to support their assertions. ❖ Students will determine two or more themes within the text, including how they interact and build on one another to produce a complex account. ❖ Students will analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. ❖ Students will analyze the impact of an author's choice regarding how to develop the characters. ❖ Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; and analyze the impact of specific word choices on the overall meaning and tone of the text.

Quaintly
2
Apprehension
Geniality
Inordinate
Stealthily
3
Abominable
Blatant
Contrived
Unobtrusive
4
Insensate
Odious
Quailed
5
Gaunt
Qualm
Ruminated
6
Inscrutable
Stringent
7
Abject
Traversed
8
Doggedly
Lamentation
9
Acuteness
Disparity

Lesson-specific Understandings
❖ Students will be able to apply academic vocabulary as they analyze the text to determine the themes through character, literary devices, and structure development and the impact of author's choice in words and phrases used to add to the overall meaning and tone of a text.

ESSENTIAL QUESTION(S):
❖ How do authors use various literary structures and devices to develop themes?
❖ How do authors use characters to convey or develop themes?
❖ How do you analyze the impact of specific words choices on meaning and tone, including words with multiple meanings in different texts?

FOCUS QUESTION(S):
❖ Chapter I
  • How does Stevenson draw characters to symbolize different types of people in Victorian society?
  • What is the effect of Stevenson's use of Biblical allusion?

❖ Chapter 2
  • What impressions does Stevenson create with imagery of setting?

❖ Chapter 3 - 4
  • What inferences about class in Victorian society can we make based on the characters in Jekyll and Hyde?

❖ Chapter 5-7
  • How has Stevenson explored the theme of the *dual nature of man* up to this point in the novel?
  • How does Stevenson use the character's Dr. Jekyll and Mr. Hyde to illustrate his theme(s)?

❖ Chapter 8
  • What methods does Stevenson use to build suspense?

❖ Chapters 9-10
  • How are the two major themes in the novel, class and the dual nature of man, related to each other?
  • How does Stevenson structure the text to help develop the theme over the course of the novella?
  • How does Stevenson use literary devices such as symbolism, imagery, tone etc. to help illustrate the theme of the novella?

Impediment	**LESSON OVERVIEW:** Students will focus on the author's choice on how to structure and develop the characters impacts the theme(s) through analysis and textual evidence as they read (RL11-12.1, RL11-12.2, and RL11-12.3). Students will determine the meaning of words and phrases and analyze how they impact the overall meaning (theme) and tone of a text through analysis and textual evidence (RL11-12.1, RL11-12.2, and RL11-12.4).
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Acquiescence	
Astute	
Aversions	**READ THE TEXT:**
Blazoned	❖ Introduction and background information on the time period, art, author etc.
Insidiously	❖ Begin reading the novella.
Irrevocably	❖ Assign students to read designated sections of the novella independently.
	❖ As a class reread important parts/chunks of the novella.
	❖ Students will participate in partner/group/whole class discussions and answer basic comprehension questions.
ACADEMIC	❖ Students will answer text dependent questions that demonstrate a deeper understanding of the text they read.
VOCABULARY:	❖ Students will create a thinking map that charts the similarities and differences between Dr. Jekyll and Mr. Hyde.
Characterization	❖ Students to read designated sections of the novella independently.
Theme	❖ As a class reread important parts/chunks of the novella.
Symbol	❖ Students will participate in partner/group/whole class discussions and answer basic comprehension questions.
Literary Structure	❖ Students will answer text dependent questions that demonstrate a deeper understanding of the text they read.
Literary Device tone,	❖ Students will continue adding to their thinking map that charts the similarities and differences between Dr. Jekyll and Mr. Hyde.
imagery etc. including	❖ Students to read designated sections of the novella independently.
Figurative Language	❖ As a class reread important parts/chunks of the novella.
	❖ Students will participate in partner/group/whole class discussions and answer basic comprehension questions.
	❖ Students will answer text dependent questions that demonstrate a deeper understanding of the text they read.
	❖ Students will continue adding to their thinking map that charts the similarities and differences between Dr. Jekyll and Mr. Hyde.

UNDERSTAND THE TEXT:

❖ *Text-dependent questions*
1. What inference can we make about the little "Juggernaut" based on the description of the door and building which he entered?
2. What conclusion can be drawn about the ugly little man based on other characters' reactions to him?
3. What might we infer about Dr. Jekyll from the description of his house?
4. What could Stevenson be implying about human nature in Utterson's reflections about Dr. Jekyll and Mr. Hyde?
5. Based on his description of Lanyon, what inference can we make concerning Jekyll's feelings about his own abilities?
6. Read page 22 very carefully looking for words that hint at class differences. What does Stevenson reveal about class in Victorian society?
7. What is the effect of the imagery Stevenson uses in describing the area of London known as Soho?
8. What happens to Dr. Lanyon? Based on details, what might be the cause of his demise?
9. What inference can we make based on Utterson's plea that God forgive them at the end of the chapter?
10. Why did Jekyll enjoy being Hyde? In other words, what aspects of Hyde's persona were attractive to Jekyll?
11. What morals or lessons can we draw from the strange case of Dr. Jekyll and Mr. Hyde?

❖ *Vocabulary study*
- Students work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen **(L11-12.1, L11-12.2, and L11-12.3).**

❖ *Language skills*
- Teach a mini lesson on sentence variation including length, syntax, semantics etc.
- Students will take little passages with long sentences and rearrange it into smaller sentences so that they can understand what it is saying. Then write their own with a long sentence and then break it up into short little sentences so that the meaning means the same thing.

❖ *Thinking Maps*
- Students can create a Thinking Map that compares the similarities and differences between Dr. Jekyll and Mr. Hyde.
- Students can create a map that chronological the events of the stories.

EXPRESS UNDERSTANDING:

❖ Write a constructed response that shows how authors often use characters to illustrate the themes of their novel. How do the characters of Dr. Jekyll and Mr. Hyde help to illustrate the theme? What aspects of human nature or what value system is Stevenson using the characters to represent Be sure to use two to four pieces of evidence to prove your theme (two from each character).

❖ Research various types of personality disorders and its causes and effects ***and/or*** different types' scientific experimentation done on humans and animals throughout history.