

Paramount Unified School District  
Educational Services



***English Language Arts 4  
Curriculum Guide  
Units 4  
2016-2017***



## **Unit Focus: The Modern World Shift in Writing Structure**

### **Standards**

#### **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; provide an objective summary of the text.

**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).

#### **Reading Informational Text**

**RI.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.

### **Transfer Goals**

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**

*Students will understand ...*

- How in the modern world of writing there is a shift in the overall writing structure and what affect it has in literature.
- That gender/point of view can affect a writer's subjects, themes, and even style.
- That an informal essay differs from a formal essay in that it is usually subjective and is dominated by the author's feelings, beliefs, and biases.
- How gender affects the social and cultural realities of the writer.
- That the literary technique a magic realism allows the reader to intimately examine the inner workings of the character's mind.
- The development of magical realism in an attempt to create meaning and reveal truth in a chaotic modern world.

### **Essential Questions**

*Students will keep considering...*

- How does the life experience of the author and historical/political context affect their perspective/themes in literature (i.e. gender roles, regionalism, political context, major events)?
- How does the point of view of the speaker/author affect the overall message?
- What new techniques do 20<sup>th</sup> century authors use to express truths of the modern world?
- How do authors use various literary structures and devices to develop and convey themes (allusion and figure of speech)?
- How do you analyze the impact of specific words choices on meaning and tone, including words with multiple meanings in different texts?

### **Resources**

#### **Anchor Text**

*Shakespeare's Sister from A Room of One's Own* by Virginia Woolf

*Related Texts:*

#### **Literary**

- *Dulce et Decorum Est* by Wilfred Owen
- *Hollow Men* by T.S. Eliot
- "The Night Face Up" by Julio Cortazar

#### **Informational**

- *Shakespeare's Sister from A Room of One's Own*
- Informational essay on Magical Realism

#### **Nonprint**

- Magic realism clip(s)

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.

RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative, and technical meanings; analyze how an author uses and refines the meaning of a key terms over the course of a text.

RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging

RI.6. Determine an author's point of view or purpose in a text rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

### **Writing**

W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of context. W.4,5,7,8, 9 research

### **Speaking and Listening**

SL.11-12.1-2, 4-5

### **Language**

L.11-12.1-6

## **Knowledge**

*Students will need to know...*

- Cite textual evidence to support analysis
- Theme or central idea
- How theme(s) develop and build upon one another
- How words and phrases are used in the text to impact the meaning and tone
- Meanings of words/phrases (figurative/denotative/connotative)
- Point of view
- Author's structure specific parts of a text (i.e. magical realism)
- Complex set of ideas or sequences of events
- Evaluate the effectiveness of the structure (argument)
- How to research
- MLA format
- In text citation

## **Skills**

*Students will need to develop skill at...*

- Finding textual evidence that supports their analysis
- Determining the various themes and how they are developed
- Determine how words and phrases are used to impact the meaning and tone
- Analyzing how the author structure specific parts
- Communicating properly with others including a partner, to the class, and as a collaborative group
- Analyzing and explaining two or more central ideas in informational text
- Analyzing and explaining complex ideas and/or sequence of events and how they interact
- 
- 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



## Unit 4 Text Sequence

March 27 – June 8 (45 days)

LESSON	# OF DAYS	TEXT(S)
1	6	<i>Dulce et Decorum Est</i> by Wilfred Owen and <i>Hollow Men</i> by T.S. Eliot (poetry)
2	14	Inquiry Project Research and Presentations
3	6	<i>Shakespeare's Sister</i> from <i>A Room of One's Own</i> by Virginia Woolf (informal essay)
4	5	Informational Writing Task based off of Virginia Woolf's Essay
5	7	"The Night Face Up" by Julio Cortazar (Short Story)
	1	Formative Assessment
	2	Benchmark Essay (Final)
6	2	Multimedia Magical Realism
	3	Final



### INSTRUCTIONAL SEQUENCE

#### LESSON 1: 6 DAYS

March 27-April 3

#### TEXT(S):

*Dulce et Decorum Est* (pg. 821) by  
Wilfred Owen  
*Hollow Men* by T.S. Eliot (pg.  
826)

#### STANDARDS:

RL11-12.1

RL11-12.2

RL11-12.4

RL11-12.5

RL11-12.6

#### TEXT DEPENDENT VOCABULARY:

Sludge

Fatigue

Ecstasy

Panes

Obscene

Ardent

#### ACADEMIC VOCABULARY:

Allusion

Theme

Imagery

Mood

Tone

**TEXT DESCRIPTION:** *Dulce et Decorum Est* is about a speaker who is marching with a group of battle-weary soldiers when a poison-gas shell explodes nearby. The soldiers scramble to don their gas masks, but one fails, and the others watch helplessly while the fumes choke him to death. The speaker says that, in all his dreams, he still sees the man dying. Then, he directly addresses the reader, asserting that if “you” could see that too, you would not teach children the vicious lie that it is sweet and honorable to die for one’s country. *The Hollow Men* is a poem begins with two allusions to men who die in despair.

#### **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.

How the point of view of a character can affect the subjects, themes, and even style in a poem.

How in the modern world of writing there is a shift in the overall writing structure.

##### ❖ **Lesson-specific Understandings:**

Students will be able to apply academic vocabulary such as allusion and figure of speech 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 by answering text dependent questions.

#### **ESSENTIAL QUESTION(S):**

- ❖ How do authors use various literary structures and devices to develop and convey themes (allusion and figure of speech)?
- ❖ How do you analyze the impact of specific words choices on meaning and tone, including words with multiple meanings in different texts?
- ❖ How does the life experience of the author and historical/political context affect their



Parodies  
Character  
Figure of Speech (similes,  
metaphors, symbols, oxymoron)  
Text Structure  
Rhyme Scheme

perspective/themes in literature (i.e. gender roles, regionalism, political context, major events)?

- ❖ What new techniques do 20<sup>th</sup> century authors use to express truths of the modern world?

**Focus Questions:**

- ❖ What effect does the structure of the text have on the overall meaning of the text?
- ❖ How does the poet's use of literary devices and figures of speech affect the overall meaning and tone of the poem?
- ❖ What is the theme of the poem?
- ❖ What theme can be found and supported in both poems?

**LESSON OVERVIEW:** Students will focus on the author's choice on how to structure the poem 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 through analysis and textual evidence (RL11-12.1, RL11-12.2, RL11-12.4).

**READ THE TEXT:**

- ❖ Academic vocabulary (allusion and figure of speech) and background information on the modern world.
- ❖ Students will read all or a designated section independently of *Dulce et Decorum Est*.
- ❖ As a class students will reread and annotate with basic comprehension questions.
- ❖ Students will have a class discussion on basic comprehension questions.
- ❖ Students can either reread the text or discuss as a class, partners or small groups the poem for deeper analysis focusing on the theme's development through figure of speech, literary devices, and words with textual evidence to support assertions.
- ❖ Students will answer text dependent questions that demonstrate a deeper understanding of the text they read.
- ❖ Students will read all or a designated section independently of *The Hollow Men*.
- ❖ As a class students will reread and annotate with basic comprehension questions.
- ❖ Students will have a class discussion on basic comprehension questions.
- ❖ Students can either reread the text or discuss as a class, partners or small groups the poem for deeper analysis focusing on the theme's development through figure of speech, literary devices, and words with textual evidence to support assertions.



- ❖ Students will answer text dependent questions that demonstrate a deeper understanding of the text they read.

#### **UNDERSTAND THE TEXT:**

- ❖ As teachers read and go through text with students for various close reads of the text, focusing 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 1 and 2) questions before moving on to higher-level questions.

- ❖ ***Text-Dependent Questions***

#### **"Dulce et Decorum Est"**

1. Who is the speaker of the poem? What is happening to him?
2. To whom is he speaking?
3. Owens uses several phrases that seem self-contradictory. (See lines 5, 9, & 26.) What do these oxymorons add to the emotional impact of the poem?
4. Considering the irony of the title of the poem, how would you describe the speaker's tone?
5. Consider the similes in lines 23-24. Write a statement about the poem's theme.

#### **"The Hollow Men"**

1. What effect does Eliot create with the aural imagery in lines 5-10?
- 2) What does the paradox in lines 11-12 suggest about the "hollow men"?
- 3) What details in Part III contrast with the rest of this section? What suggestion might Eliot be making?
- 4) What is the symbolic meaning of the ***star*** in the poem?
- 5) How is the mood of the poem altered by the nursery rhyme parody which opens Part V?
- 6) Re-read lines 72-90. What do these lines suggest about human activity?
- 7) What differences can you identify between the style and form of "The Hollow Men" and other, more traditional poems you have read? How do these differences relate to the theme of the poem?

- ❖ ***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**).



	<ul style="list-style-type: none"> <li>❖ <b>Language Skills</b> <ul style="list-style-type: none"> <li>• Teach mini lesson on figures of speech and how authors use figures of speech to help illustrate the theme/message.</li> <li>• Have students find examples of figure of speech in the poems.</li> <li>• Students practice using figures in speech.</li> </ul> </li> <li>❖ <b>Thinking Maps Opportunities</b> <ul style="list-style-type: none"> <li>❖ Students can create a thinking map that shows the structural components of the poem including allusion, figures of speech, rhyme scheme etc.</li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>❖ Students create a thinking map that compares and contrast the writing structure between <i>Dulce et Decorum Est.</i> and <i>The Hollow Men.</i></li> <li>❖ A constructed that explains how and why the poems are similar and difference structurally with textual evidence to support their assertions.</li> <li>❖ A common theme of both poems with textual evidence and explanation from each poem to support.</li> </ul>
<p><b>LESSON 2: 14</b> April 4-April 28</p> <p><b>TEXT(S):</b> Informational Text</p> <p><b>STANDARDS:</b> <b>RI11-12.1</b> <b>RI11-12.2</b> <b>RI11-12.3</b> <b>W11-12.2</b> <b>SL11-12.1-2,4-5</b> <b>L11-12.1-6</b></p>	<p><b><u>TEXT DESCRIPTION:</u></b> Inquiry project based on students research</p> <p><b><u>LESSON UNDERSTANDING(S):</u></b></p> <ul style="list-style-type: none"> <li>❖ How conducting research is imperative for college and career readiness.</li> <li>❖ How to properly write an MLA formatted paper.</li> <li>❖ How speaking in front of one's peers is an important component in the college and career setting.</li> </ul> <p><b><u>ESSENTIAL QUESTION(S):</u></b></p> <ul style="list-style-type: none"> <li>❖ What are the components of proper MLA format?</li> <li>❖ What are the components of a presentation?</li> <li>❖ What is the person most famous for and why?</li> </ul> <p><b><u>Focus Questions</u></b> (written on the board):</p> <ul style="list-style-type: none"> <li>❖ What are the different parts of the MLA Inquiry paper?</li> <li>❖ How do you properly conduct research?</li> <li>❖ How do you properly cite within a research paper?</li> <li>❖ How do you properly write a MLA works cited page?</li> <li>❖ What skills can you develop by speaking in front of your peers?</li> </ul>





<p><b>ACADEMIC VOCABULARY:</b>          MLA format          Research          Synthesizing          In text citation          Works Cited</p>	<p><b><u>LESSON OVERVIEW:</u></b> Students will research some type of modern artists, inventor, etc. and do a thorough investigation that will produce a research paper, visual, and presentation.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>❖ Independent reading</li> <li>❖ Using a PowerPoint to formatively assess understanding</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>❖ Text-dependent questions</li> <li>❖ Vocabulary study</li> <li>❖ Language skills</li> <li>❖ PowerPoint presentation</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>❖ Discussion</li> <li>❖ Writing task</li> </ul> <p>Independent Activity</p>
<b>INSTRUCTIONAL SEQUENCE</b>	
<p><b>LESSON 3: 6 DAYS</b>          May 1-8</p> <p><b>TEXT(S):</b> <i>Shakespeare's Sister from A Room of One's Own</i> by Virginia Woolf (pg. 887)</p> <p><b>STANDARDS:</b>  <b>RI11-12.1</b>  <b>RI11-12.2</b>  <b>RI11-12.4</b>  <b>RI11.12.5</b>  <b>RI11-12.6</b></p>	<p><b><u>TEXT DESCRIPTION:</u></b> In this informal essay, Woolf imagines that William Shakespeare had a sister, Judith, who was as talented as her famous brother. Because Judith was a woman, Woolf believes, she would not have been allowed to develop or express her genius. Had she done so, she would have been rejected by her family and her society. Woolf expresses her belief that Judith would have committed suicide due to her frustrated ambition and unrecognized talent. Woolf also suggests that "Anonymous," the unknown author of many literary works, was a woman. Woolf describes the difficulties that a woman faced in the sixteenth century-and, by implication, still faced in the early twentieth century-in trying to succeed as a writer, artist, and creative public figure.</p> <p><b><u>LESSON UNDERSTANDING(S):</u></b></p> <ul style="list-style-type: none"> <li>❖ <b>Unit Understandings:</b>              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 choice concerning how to structure specific parts of a text</li> </ul>



**TEXT DEPENDENT VOCABULARY:**

**Escapade**  
**Formidable**  
**Alleviations**  
**Notorious**  
**Servile**  
**Chastity**  
**Propitious**

**ACADEMIC VOCABULARY:**

Informal Essay  
Theme  
Point of View  
Tone  
Text Structure

contribute to is overall structure and meaning as well add an 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.

How the gender or the point of view of a character can affect the subjects, themes, and even style in a story.

How in the modern world of writing there is a shift in the overall writing structure.

❖ Lesson-specific Understandings:

Students will be able to apply academic vocabulary 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 does the life experience of the author and historical/political context affect their perspective/themes in literature (i.e. gender roles, regionalism, political context, major events)?
- ❖ What new techniques do 20<sup>th</sup> century authors use to express truths of the modern world?
- ❖ How can the gender or the point of view affect a writer's subjects, themes, and even style?
- ❖ How does an informal essay differ from a formal essay?
- ❖ How does one's gender affect the social and cultural realities of the writer?

**Focus Questions:**

- ❖ What effect does the structure of the text have on the overall meaning of the text?
- ❖ What conclusions can be drawn about the author's point of view?
- ❖ What is the central idea of the text?
- ❖ How can the gender or the point of view affect a writer's subjects, themes, and even style?

**LESSON OVERVIEW:** Students will focus on the author's choice on how to structure the informal essay and how it impacts the theme(s) through analysis and textual evidence as they read (RI11-12.1, RI11-12.2, and RI11-12.5). Students will determine the point of view of the speaker (gender) and how it impacts the overall meaning (theme) and tone (subjective by feelings, beliefs, biases) of a text through analysis and textual evidence (RI11-12.1, RI11-12.2, RI11-12.4).



**READ THE TEXT:**

- ❖ Academic vocabulary and background information on gender biases etc. and the author.
- ❖ First reading, annotation, and discussion (partner, group, whole class) with basic comprehension questions.
- ❖ Continue reading, annotation, and discussion (partner, group, whole class) with basic comprehension questions.
- ❖ Reread the text for deeper analysis focusing on the themes development through structure, literary devices, point of view, and word choice with textual evidence to support assertions.
- ❖ Continue to reread the text for deeper analysis focusing on the themes development through structure, literary devices, point of view and word choice with textual evidence to support assertions.
- ❖ Students will answer text dependent questions that demonstrate a deeper understanding of the text they read.

**UNDERSTAND THE TEXT:**

- ❖ As teachers read and go through text with students for various close reads of the text, focusing 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 1 and 2) questions before moving on to higher-level questions.
- ❖ **Text-Dependent Questions**
  1. How would you describe the tone of this essay? Is it conversational? Angry? Perplexed? Ironic? What purpose does this tone serve? Use textual evidence to support your ideas.
  2. In the early part of the twentieth century, many scholars argued that biology made women inherently unfit to think about serious issues or to hold positions of responsibility. Which sentence best summarizes Woolf's alternate explanation? Use textual evidence to support your claim.
  3. According to Woolf, a lot of woman used male pseudonyms as late as the nineteenth century. What does this most likely suggest about the societal position of women?
  4. Based on this opening, what troubling aspect of society do you think Woolf will explore?
  5. What conclusion can be drawn that marriage might have been "hateful" to Judith? Use textual



evidence to support your answer.

6. On page 891, which detail from the text summarizes Woolf's attitude toward men?
7. What evidence does Woolf offer to prove that writing a work of genius is very difficult?
8. In her essay, Woolf says of women, "Anonymity runs in their blood." According to Woolf, why do women shy away from the limelight? What do you think of the reasons she gives or women's seeking anonymity?
9. Who is the audience that Woolf is addressing, how do you know? Find the textual evidence to support your answer.
10. What inference can be made about the author's purpose of the essay? Find textual evidence to support your analysis?
11. How does the structure of Woolf's essay serve her purpose? How does the structure of the essay help contribute to understanding its overall meaning (her purpose in writing the essay)?

❖ ***Vocabulary Study***

- Students work in depth with academic vocabulary 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 mini lesson on how the use of hypothetical's can help to persuade a reader towards the author's argument.
- Have students find examples of hypothetical's in Virginia Woolf's Essay.

❖ ***Thinking Maps***

- A Thinking Map that sequences major events in the essay.

**EXPRESS UNDERSTANDING:**

- Students can create a Thinking Map that compares and contrasts males vs. females writers and the genders roles of that time period.



**LESSON 4: 5 DAYS**

May 9-May 15

**RESOURCES:**

*Shakespeare's Sister* from *A Room of One's Own* by Virginia Woolf  
(pg. 887)

**STANDARDS:**

**RI11-12.1**

**W11-12.2**

**W11-12.4**

**W11-12.5**

**ACADEMIC VOCABULARY:**

Prewriting

Plan

Draft

Revise

Edit

Rewriting

Final Draft

Thesis

Topic Sentence

Textual evidence

Commentary

**WRITING TASK:** Woolf's essay contains many ideas, both explicit and implicit, about gender roles. In a well developed essay, (a) discuss how Woolf depicts men and women; (b) evaluate the fairness of these depictions; and (c) discuss how true or relevant these depictions are for men and women today.

**LESSON UNDERSTANDING(S):**

- ❖ How the life experiences of the author affect the historical and political context of their writing.
- ❖ That gender and point of view can affect a writer's subjects, themes, and even style.

**ESSENTIAL QUESTION(S):**

- ❖ How does the point of view of the speaker/author affect the overall message?
- ❖ How does the gender affect the social and cultural realities of the writer?

**Focus Questions:**

- ❖ How do you properly use in text citation?
- ❖ How do you properly explain the textual evidence supports your thesis statement without summarizing the quote?

**LESSON OVERVIEW:** After reading the informal essay by Virginia Woolf, students will demonstrate their understanding of the essay through a well-developed essay.

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 Maps.

Students will continue to write their rough draft.

Students will revise and rewrite their rough draft.

Students will peer edit each other's essays.

Students will rewrite their final draft of their essay.

**PREWRITING:**

- Students create a Thinking Map of their choosing

**DRAFTING:**

- Write rough draft using the Thinking Map



	<p><b>REVISING:</b></p> <ul style="list-style-type: none"> <li>• Revise and write second draft</li> </ul> <p><b>EDITING:</b></p> <ul style="list-style-type: none"> <li>• In class, have students peer edit each other's writing</li> </ul> <p><b>FINAL DRAFT:</b></p> <ul style="list-style-type: none"> <li>• Have students write their final draft</li> </ul>
INSTRUCTIONAL SEQUENCE	
<p><b>LESSON 5: 6 DAYS</b> May 16-23 <b>TEXT(S):</b> "The Night Face Up" by Julio Cortazar (handout)</p> <p><b>STANDARDS:</b> <b>RL11-12.1</b> <b>RL11-12.2</b> <b>RL11-12.4</b> <b>RL11-12.5</b> <b>RL11-12.6</b></p> <p><b>TEXT DEPENDENT VOCABULARY:</b> <b>Rambled</b> <b>Solace</b> <b>Obscure</b></p> <p><b>ACADEMIC VOCABULARY:</b> Irony Magic Realism Flashback Foreshadowing</p>	<p><b><u>TEXT DESCRIPTION:</u></b> This story is mysterious and embedded with complexities and complications. The story takes place in both reality and within the mind of the main character. The point of view of the story is told in <b>THIRD PERSON NARRATIVE</b>. Since the story is in third person, it's easier for us to understand the story of the main character. We don't hear all his thoughts; however we do get a good enough insight on him, and how he feels.</p> <p><b><u>LESSON UNDERSTANDING(S):</u></b></p> <ul style="list-style-type: none"> <li>❖ Unit Understanding: How the point of view of a character can affect the subjects, themes, and even style in a story. How in the modern world of writing there is a shift in the overall writing structure. How the literary technique magic realism allows the reader to intimately examine the inner workings of the character's mind. 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. Students will analyze how an author's choice concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as add an 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.</li> <li>❖ Lesson-specific Understandings: Students will be able to apply academic vocabulary as they analyze the text to determine the themes</li> </ul>



Element of surprise Theme Imagery Mood Tone Character Figure of Speech (similes, metaphors, symbols, oxymoron) Text Structure	<p>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.</p> <p><b><u>ESSENTIAL QUESTION(S):</u></b></p> <ul style="list-style-type: none"><li>❖ How does the life experience of the author and historical/political context affect their perspective/themes in literature (i.e. gender roles, regionalism, political context, major events)?</li><li>❖ What new techniques do 20<sup>th</sup> century authors use to express universal truths of the modern world?</li></ul> <p><b><u>Focus Questions:</u></b></p> <ul style="list-style-type: none"><li>❖ How is this story an example of magic realism?</li><li>❖ What are the parallel plot lines occurring in the story?</li><li>❖ What effect does the parallel plot structure have on the text?</li><li>❖ What is the underlying message in the story?</li><li>❖ What effect does author does author create by using suspense in the story?</li></ul> <p><b><u>LESSON OVERVIEW:</u></b> Students will focus on the author's choice on how to structure the magical realism short story 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 who the speaker is and how it impacts the overall meaning (theme) and tone (subjective by feelings, beliefs, etc.) of a text through analysis and textual evidence (RL11-12.1, .2, .4).</p> <p><b><u>READ THE TEXT:</u></b></p> <ul style="list-style-type: none"><li>❖ Introduce academic vocabulary (magic realism) and background information on the author.</li><li>❖ Assign students to read designated sections of the text independently.</li><li>❖ Students will participate in partner/group/whole class discussions and answer basic comprehension questions.</li><li>❖ As a class reread the text focusing on deeper analysis of the story focusing on the development of the theme(s) through structure, literary devices, and word choice.</li><li>❖ Students will answer text dependent questions that demonstrate a deeper understanding off the text.</li><li>❖ Students will create a Thinking Map that follows the parallel stories occurring in the text.</li></ul>
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### UNDERSTAND THE TEXT:

#### ❖ Text-Dependent Questions

1. What inference can be made about the character? Use textual evidence to support your inference.
2. The reader can conclude that the setting of the story is \_\_\_\_\_. Which details from the text supports this conclusion.
3. What conclusion can be drawn about the main character state of mind from the text? Use textual evidence to support your conclusion.
4. Reread the sentence from the text. How does the phrase “like a black tombstone” add to tone of the text?
5. What conclusion can be drawn about the plot? Use textual evidence to support your conclusion.
6. What is most likely the author’s intent by mentioning “he stood erect slowly, sniffing the air?”
7. The reader can infer that \_\_\_\_\_ is happening? Give textual evidence to support this inference.
8. Reread the sentences from text. What effect does the author create by using these words?
9. What is most likely the author’s intent by saying “a small chunk of bread, precious than a whole banquet?”
10. What inference can be made about the character? Use textual evidence to support inference.
11. Throughout the story the author uses examples of literary devices to help illustrate what is happening, what devices are being used? Use textual evidence to support.
12. What is most likely the author’s intent by incorporating two different story lines?
13. What conclusion can be drawn about the plot point? Use textual evidence to support your conclusion.
14. What is the theme of the text?

#### ❖ **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 mini lesson on
- Have students find examples





	<ul style="list-style-type: none"> <li>❖ <b>Thinking Maps Opportunities</b> <ul style="list-style-type: none"> <li>Students can create a thinking map that tracks the parallel plot structure in the story.</li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>❖ Students can create a Thinking Map the shows the cause and effect of the story.</li> <li>❖ Students can write their own original story with elements of magical realism.</li> </ul>
INSTRUCTIONAL SEQUENCE	
<p><b>LESSON 6: 2 DAYS</b> June 1-2 <b>TEXT(S):</b> Multimedia Examples: Big Fish Beasts of the Southern Wild 1995 A Little Princess Pleasantville Life of Pi</p> <p><b>STANDARDS:</b> <b>RI11-12.1</b> <b>RI11-12.2</b> <b>RI11-12.3</b> <b>W11-12.2</b> <b>SL11-12.1-2,4-5</b> <b>L11-12.1-6</b></p>	<p><b>TEXT DESCRIPTION:</b> Multimedia magical realism.</p> <ul style="list-style-type: none"> <li>❖ Unit Understanding: How the point of view of a character can affect the subjects, themes, and even style in a story. How in the modern world of writing there is a shift in the overall writing structure. Students will use textual evidence from the multimedia to support their assertions. Students will determine two or more themes within the text, including how they interact and build on one another. Students will analyze how an author's choice concerning how to structure specific parts of a text contribute to is overall structure and meaning as well add an aesthetic impact.</li> <li>❖ Lesson-specific Understandings: Students will be able to apply academic vocabulary as they analyze the multimedia to determine the themes through development of the plot/story and the impact of author's choice in words and phrases used to add to the overall meaning and tone.</li> </ul> <p><b>ESSENTIAL QUESTION(S):</b></p> <ul style="list-style-type: none"> <li>❖ How does the life experience of the author and historical/political context affect their perspective/themes in literature (i.e. gender roles, regionalism, political context, major events)?</li> <li>❖ What new techniques do 20<sup>th</sup> century authors use to express universal truths of the modern world?</li> </ul>



**ACADEMIC VOCABULARY:**

Irony  
Magic Realism  
Flashback  
Foreshadowing  
Element of surprise  
Theme  
Imagery  
Mood  
Tone  
Character

**Focus Questions:**

- ❖ How is the multimedia an example of magic realism?
- ❖ What are the parallel plot lines occurring in the story?
- ❖ What effect does the parallel plot structure have on the overall story?
- ❖ What is the underlying message in the story?
- ❖ What effect does author does author create by using suspense in the story?

**LESSON OVERVIEW:** Students will watch multimedia and determine the elements of magical realism and how the director conveys these elements.

**READ THE TEXT:**

- ❖ Teacher review academic vocabulary (magical realism)
- ❖ Students will view multimedia.
- ❖ Teacher will pause multimedia and have partner/small discussions on basic comprehension of the story and elements of magical realism.
- ❖ Teacher will lead whole class discussion on what is reality and what an allusion.
- ❖ Students will create a thinking map that will track what is reality and what is an allusion with evidence to support.
- ❖ Students will answer text dependent questions.
- ❖ Continue viewing multimedia.
- ❖ Teacher will pause multimedia and have partner/small discussions on basic comprehension of the story and elements of magical realism.
- ❖ Teacher will lead whole class discussion on what is reality and what an allusion.
- ❖ Students will create a thinking map that will track what is reality and what is an allusion with evidence to support.
- ❖ Students will answer text dependent questions.
- ❖ Teacher will pause multimedia and have partner/small discussions on basic comprehension of the story and elements of magical realism.
- ❖ Teacher will lead whole class discussion on what is reality and what an allusion.
- ❖ Students will create a thinking map that will track what is reality and what is an allusion with evidence to support.



- ❖ Students will answer text dependent questions.

**UNDERSTAND THE TEXT:**

- ❖ *Text-dependent questions*

- ❖ *Thinking Map*

- Students will create a thinking map that will track what is reality and what is an allusion in the multimedia.

**EXPRESS UNDERSTANDING:**

- ❖ Students will participate in partner and whole class discussion.

- ❖ Students will create a thinking map that will track what is reality and what is an allusion in the multimedia.