

American Literature - Unit 9 - "Hand" Across America

Unit Focus

Students will work to apply the various reading skills, literary lenses, and American concepts to their final book club reads with the ultimate goal of synthesizing all concepts in their book club discussions. While students read their book club texts, they will work with the same group to create a service learning project aiming to benefit the local community (Madison, shoreline, or CT). As students have been analyzing common issues present in American history and society, the goal of the service learning project is to attempt to assist or aid one aspect of America. (21st Century Capacities: Citizenship and Collective Intelligence).

Stage 1: Desired Results

Established Goals	Transfer				
Standards Common Core <i>English Language Arts: 9-10</i> Reading Literature Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RL.9-10.1) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS.ELA-LITERACY.RL.9-10.2) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (CCSS.ELA-LITERACY.RL.9-10.4) By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. (CCSS.ELA-LITERACY.RL.9-10.10) Reading: Informational Text Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RI.9-10.1) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS.ELA-LITERACY.RI.9-10.3) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (CCSS.ELA-LITERACY.RI.9-10.4)	<i>Students will be able to independently use their learning to...</i> T1 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence. T2 Comprehend and engage with a variety of texts in order to become independent, critical thinkers. T3 Evaluate the author's message and purpose, citing text evidence to support conclusions. T4 Compare and contrast informational and literary texts to synthesize information to grow and change a position. T5 Identify and critique the merit and purpose of a text, citing craft, structure and organization to justify opinion. T6 Design research questions and identify credible resources to expand knowledge and understanding of a topic or issue using print and digital sources. T7 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. T8 Present information and ideas using appropriate grammar, spelling and vocabulary to convey the message. T9 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. T10 Research and present information to expand knowledge and understanding of a topic. T11 Synthesize information from a variety of sources to take and support a position.				
	Meaning				
	<table> <tr> <th>Understanding(s)</th><th>Essential Question(s)</th></tr> <tr> <td> <i>Students will understand that...</i> U1 Actions and language have impact. U2 Common issues in America affect all walks of life. </td><td> <i>Students will keep considering...</i> Q1 What does it mean to be American? Q2 How can literature influence our lives? </td></tr> </table>	Understanding(s)	Essential Question(s)	<i>Students will understand that...</i> U1 Actions and language have impact. U2 Common issues in America affect all walks of life.	<i>Students will keep considering...</i> Q1 What does it mean to be American? Q2 How can literature influence our lives?
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<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). <i>(CCSS.ELA-LITERACY.RI.9-10.5)</i></p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <i>(CCSS.ELA-LITERACY.RI.9-10.6)</i></p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <i>(CCSS.ELA-LITERACY.RI.9-10.8)</i></p> <p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. <i>(CCSS.ELA-LITERACY.RI.9-10.10)</i></p> <p>Writing</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>(CCSS.ELA-LITERACY.W.9-10.4)</i></p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <i>(CCSS.ELA-LITERACY.W.9-10.7)</i></p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <i>(CCSS.ELA-LITERACY.W.9-10.8)</i></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <i>(CCSS.ELA-LITERACY.W.9-10.10)</i></p> <p>Speaking & Listening</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. <i>(CCSS.ELA-LITERACY.SL.9-10.3)</i></p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. <i>(CCSS.ELA-LITERACY.SL.9-10.4)</i></p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <i>(CCSS.ELA-LITERACY.SL.9-10.5)</i></p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <i>(CCSS.ELA-LITERACY.SL.9-10.6)</i></p> <p>Language</p>	<p>U3 Collaborative projects have positive impacts on local society.</p> <p>U4 Fiction and nonfiction can inspire action.</p>	<p>Q3 How can we work collaboratively and effectively to achieve a common goal?</p> <p>Q4 How can authors and activists use language to get others to act?</p>
	Acquisition	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Vocabulary: service learning project, norms, marginalization, ESP, literary lenses (gender, class, race, with any additional lenses a teacher might use), close reading, stylistic choices, message/theme, rhetoric</p> <p>K2 MLA format</p> <p>K3 Accountable talk</p> <p>K4 GALE resources and other databases</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Close, critical reading</p> <p>S2 Persuasive, analytical, and narrative writing</p> <p>S3 Writing with purpose, intent, and audience in mind</p> <p>S4 Participating in collaborative discussions that push thinking and analysis</p> <p>S5 Creating action plans for an intended project</p>

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Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. *(CCSS.ELA-LITERACY.L.9-10.6)*

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. *(CCSS.ELA-LITERACY.W.9-10.2)*

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. *(CCSS.ELA-LITERACY.W.9-10.2.B)*

Use precise language and domain-specific vocabulary to manage the complexity of the topic. *(CCSS.ELA-LITERACY.W.9-10.2.D)*

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. *(CCSS.ELA-LITERACY.W.9-10.3)*

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. *(CCSS.ELA-LITERACY.W.9-10.3.A)*

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. *(CCSS.ELA-LITERACY.W.9-10.3.B)*

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. *(CCSS.ELA-LITERACY.W.9-10.3.C)*

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. *(CCSS.ELA-LITERACY.W.9-10.3.D)*

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. *(CCSS.ELA-LITERACY.W.9-10.3.E)*

Draw evidence from literary or informational texts to support analysis, reflection, and research. *(CCSS.ELA-LITERACY.W.9-10.9)*

Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). *(CCSS.ELA-LITERACY.W.9-10.9.A)*

Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). *(CCSS.ELA-LITERACY.W.9-10.9.B)*

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts,

Stage 1: Desired Results

and issues, building on others' ideas and expressing their own clearly and persuasively. *(CCSS.ELA-LITERACY.SL.9-10.1)*

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. *(CCSS.ELA-LITERACY.SL.9-10.1.A)*

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. *(CCSS.ELA-LITERACY.SL.9-10.1.B)*

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. *(CCSS.ELA-LITERACY.SL.9-10.1.C)*

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. *(CCSS.ELA-LITERACY.SL.9-10.1.D)*

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.9-10.1)*

Use parallel structure.* *(CCSS.ELA-LITERACY.L.9-10.1.A)*

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. *(CCSS.ELA-LITERACY.L.9-10.1.B)*

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.9-10.2)*

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. *(CCSS.ELA-LITERACY.L.9-10.2.A)*

Use a colon to introduce a list or quotation. *(CCSS.ELA-LITERACY.L.9-10.2.B)*

Spell correctly. *(CCSS.ELA-LITERACY.L.9-10.2.C)*

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. *(CCSS.ELA-LITERACY.L.9-10.3)*

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. *(CCSS.ELA-LITERACY.L.9-10.3.A)*

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.9-10.5)*

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. *(CCSS.ELA-LITERACY.L.9-10.5.A)*

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Analyze nuances in the meaning of words with similar denotations. (*CCSS.ELA-LITERACY.L.9-10.5.B*)

Writing

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (*CCSS.ELA-LITERACY.W.9-10.6*)

Other Goals

Student Growth and Development 21st Century Capacities Matrix

Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (*MM.3.1*)

Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner. (*MM.5.3*)