

Paramount Unified School District
Educational Services



*English Language Arts 2 Honors
Curriculum Guide
Unit 1
2016-17*



Theme: Response to Literature

<p align="center">Standards</p> <p>Year Long RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text. RL/RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. RL/RI 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone. W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience. W 9-10.5 Develop and strengthen writing as needed by planning, revising, and editing; focus on addressing what is most significant for purpose and audience. W 9-10.6 Use technology to produce, publish, and update projects. W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research. SL 9-10.1 Initiate and participate effectively in collaborative discussions SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically SL9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage</p> <p>Focus Standards RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL 9-10.5 Analyze how an author's choices</p>	<p align="center">Transfer Goals</p> <ol style="list-style-type: none"> 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 align="center">Understandings</p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Authors carefully select details in order to create effective or entertaining narratives. 2. Events in the plot and character interactions help shape and develop the theme of a text. 3. Authors use a variety of methods to develop complex characters. 4. Theme is revealed through characters' interactions and through the story's events. 5. Authors use figurative language to elevate and enhance their writing. 	<p align="center">Essential Questions</p> <p><i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. How do different characters react in a crisis situation? 2. What were the literary, political, historical, and social events that characterized the Romantic and Victorian Periods? 3. What points does the novel make about the treatment and position of women in Victorian society? 4. What role does social position play in determining the conflict of the story? 5. What larger points does the novel make about social class? 	<p align="center">Resources</p> <p>Anchor texts:</p> <p><i>Hiroshima</i> by John Hersey</p> <p><i>Jane Eyre</i> by Charlotte Bronte</p>
	<p align="center">Knowledge</p> <p><i>Students will need to know...</i></p> <ol style="list-style-type: none"> 1. What plot details or events are important to include in order create an effective or entertaining narrative. 2. How inferences made from dialogue and plot structure can help determine theme. 3. How word choice, dialogue, monologue, and character actions or reactions contribute to character development. 4. The different points of view an author can choose from when writing a story and how each one limits or enhances the text. 5. Different types of figurative language and how to identify and use them effectively. 	<p align="center">Skills</p> <p><i>Students will need to develop skill at...</i></p> <ol style="list-style-type: none"> 1. Inferring characters' motivations based on their words and actions. 2. Determining and tracing the development of a theme throughout a story. 3. Identifying author's purpose. 4. Writing various types of sentences and punctuating them correctly. 	

concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

RL 9-10.9 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).

W 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

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

College Board Standards

R1.2 Student comprehends elements of literary texts.

R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

W2.1 Student takes inventory of what he or she knows and needs to know.

W2.2 Student generates, selects, connects, and organizes information and ideas.

S2.1 Student communicates in one-to-one contexts.

S2.2 Student plans for and participates in group discussion



Unit 1 Text Sequence

August 17 – October 21 (47 days)

LESSON	# OF DAYS	TEXT(S)
1	2	<i>Hiroshima</i>
2	6	<i>Jane Eyre</i> Ch. 1-4
3	6	<i>Jane Eyre</i> Ch. 5-10
4	10	<i>Jane Eyre</i> Ch. 11-28
5	10	<i>Jane Eyre</i> Ch. 29-38
6	5	Inquiry Project
7	5	Writing Process Essay
	3	Benchmark



INSTRUCTIONAL SEQUENCE

LESSON 1: 2 DAYS

TEXT(S):

Hiroshima by John Hersey

STANDARDS:

RI/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RI/ RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.

W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

SL 9-10.1 Initiate and participate effectively in collaborative discussions

SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme

ACADEMIC VOCABULARY:

Symbolism

Motif

Theme

Dynamic Character

Altruistic

TEXT DESCRIPTION: The book *Hiroshima* by John Hersey follows six survivors as they struggle to survive the atomic bombing of Hiroshima and their divergent life paths.

Unit Understandings:

- ❖ Theme is revealed through characters’ interactions and through events that occur in the novel.
- ❖ Human nature is influenced by both external and internal factors.

LESSON UNDERSTANDING(S):

- ❖ Events in the plot and character interaction help shape and develop the theme of the text.

ESSENTIAL QUESTION(S):

- ❖ What are the roles of the government in a life-threatening crisis?
- ❖ What are the roles of family and community in a life-threatening crisis?
- ❖ What are an individual’s responsibilities in a life-threatening crisis?
- ❖ What compels an individual to put the needs of others in place of his/her own needs?

Focus Questions:

- ❖ How does the Japanese government respond to Hiroshima?
- ❖ How does Hersey allow the reader to form a personal opinion of the events?
- ❖ Why do the main characters feel helpless and discouraged throughout the chapter?
- ❖ What can be inferred concerning the overall mood of the people?

LESSON OVERVIEW: Review and discussion of summer reading and summer work

READ THE TEXT:

- ❖ Independent reading

UNDERSTAND THE TEXT:

- ❖ Text-dependent questions
1. How does the Japanese government respond to Hiroshima?



2. How does Hersey allow the reader to form a personal opinion of the events?
3. Why do the main characters feel helpless and discouraged throughout the chapter?
4. What can be inferred concerning the overall mood of the people?

EXPRESS UNDERSTANDING:

- ❖ Students will complete a flow map of the events for each character and how they relate to each other
- ❖ Students will participate in a group discussion



LESSON 2: 6 Days

TEXT(S):

***Jane Eyre* Ch. 1-4 by Charlotte Bronte**

STANDARDS:

RI/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RI/ RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.

W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

SL 9-10.1 Initiate and participate effectively in collaborative discussions

SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

RI 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme

ACADEMIC VOCABULARY:

Symbolism

Motif

Theme

Bildungsroman

Autonomy

TEXT DESCRIPTION: *Jane Eyre* by Charlotte Bronte is a bildungsroman novel that follows the development of a young orphan turned governess into an autonomous woman who is a symbol of independence.

UNIT UNDERSTANDINGS:

- ❖ Authors carefully select details in order to create effective or entertaining narratives.
- ❖ Events in the plot and character interactions help shape and develop the theme of a text.
- ❖ Authors use a variety of methods to develop complex characters.
- ❖ Theme is revealed through characters' interactions and through the story's events.
- ❖ Authors use figurative language to elevate and enhance their writing.

LESSON UNDERSTANDINGS:

- ❖ The author can use figurative language to communicate theme and characterization.
- ❖ The author can use the setting to set mood and tone.
- ❖ The author uses character relationships to reveal stereotypical Victorian class structure.

ESSENTIAL QUESTIONS:

- ❖ What were the literary, political, historical, and social events that characterized the Romantic and Victorian Periods?
- ❖ What points does the novel make about the treatment and position of women in Victorian society?
- ❖ What role does Jane's ambiguous social position play in determining the conflict of her story?
- ❖ What larger points does the novel make about social class?

FOCUS QUESTIONS:

- ❖ Identify the motifs and symbols that represent Jane Eyre's character.
- ❖ How does the setting create the tone and mood?
- ❖ How is Jane a product of her environment?
- ❖ What are the mysteries concerning Jane's life?

LESSON OVERVIEW: Prior to the lesson, students will have read the assigned chapters from *Jane Eyre*. Students should annotate during their reading, for this will help to keep track of key concepts. After the reading of the text, students will participate in class discussions related to the essential and focus



Text Vocabulary:

Antipathy
Infliction
Impudence
Pungent
Liable
Ignominy
Reproach
Repent
Aversion
Sullen
Indignation
Abhor
Virulent
Anguish
Reprimand

questions.

READ THE TEXT:

- ❖ Independent reading
- ❖ Briefly discuss key points and vocabulary with students, checking for understanding as they go.

UNDERSTAND THE TEXT:

❖ **Text-dependent questions:**

1. What is the author's intent in her choice of motif, symbols, and setting?
2. How does the author create mood and tone?
3. How does the author create a complex protagonist?

EXPRESS UNDERSTANDING:

- ❖ Students will use pair-share to create a thinking map of Jane's character.
- ❖ Students will participate in a class discussion.
- ❖ Students will answer text-dependent questions.



LESSON 3: 6 Days

TEXT(S):

***Jane Eyre* Ch. 5-10 by Charlotte Bronte**

STANDARDS:

RI/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RI/ RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.

W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

SL 9-10.1 Initiate and participate effectively in collaborative discussions

SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme

ACADEMIC VOCABULARY:

Symbolism

Motif

Theme

Bildungsroman

TEXT DESCRIPTION: *Jane Eyre* by Charlotte Bronte is a bildungsroman novel that follows the development of a young orphan turned governess into an autonomous woman who is a symbol of independence.

UNIT UNDERSTANDINGS:

- ❖ Authors carefully select details in order to create effective or entertaining narratives.
- ❖ Events in the plot and character interactions help shape and develop the theme of a text.
- ❖ Authors use a variety of methods to develop complex characters.
- ❖ Theme is revealed through characters’ interactions and through the story’s events.
- ❖ Authors use figurative language to elevate and enhance their writing.

LESSON UNDERSTANDINGS:

- ❖ The author can use a foil to compare and contrast with protagonist.
- ❖ The author uses her work to criticize gender class and religious roles.

ESSENTIAL QUESTIONS:

- ❖ What were the literary, political, historical, and social events that characterized the Romantic and Victorian Periods?
- ❖ What points does the novel make about the treatment and position of women in Victorian society?
- ❖ What role does Jane’s ambiguous social position play in determining the conflict of her story?
- ❖ What larger points does the novel make about social class?

FOCUS QUESTIONS:

- ❖ How does the author use a foil to compare and contrast to the protagonist?
- ❖ How does the author show the inequalities in gender class and religious roles?

LESSON OVERVIEW: Prior to the lesson, students will have read the assigned chapters from *Jane Eyre*. Students should annotate during their reading, for this will help to keep track of key concepts. After the reading of the text, students will participate in class discussions related to the essential and focus questions.



Autonomy

Text Vocabulary:

Bewilder
Forbearance
Expostulation
Assiduity
Habituate
Stalwart
Render
Edification
Judicious
Sobriety
Shun
Scrutinize
Stagnate
Impart

READ THE TEXT:

- ❖ Independent reading
- ❖ Briefly discuss key points and vocabulary with students, checking for understanding as they go.

UNDERSTAND THE TEXT:

❖ **Text-dependent questions:**

1. Compare and contrast Jane Eyre to her friend Helen Burns.
2. How does the author show the inequalities in gender class and religious roles?
3. What is the author's intent in using her literary work to discuss social injustice?
4. How does the author show Jane's character growth and development?

EXPRESS UNDERSTANDING:

- ❖ Students will use pair-share to create a double bubble comparing Jane to Helen.
- ❖ Students will participate in a class discussion.
- ❖ Students will answer text-dependent questions.



LESSON 4: 10 Days

TEXT(S):

Jane Eyre Ch. 11-28 by Charlotte Bronte

STANDARDS:

RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL/RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.

W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

SL 9-10.1 Initiate and participate effectively in collaborative discussions

SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme

ACADEMIC VOCABULARY:

Symbolism

Motif

Theme

Bildungsroman

Autonomy

TEXT DESCRIPTION: *Jane Eyre* by Charlotte Bronte is a bildungsroman novel that follows the development of a young orphan turned governess into an autonomous woman who is a symbol of independence.

UNIT UNDERSTANDINGS:

- ❖ Authors carefully select details in order to create effective or entertaining narratives.
- ❖ Events in the plot and character interactions help shape and develop the theme of a text.
- ❖ Authors use a variety of methods to develop complex characters.
- ❖ Theme is revealed through characters' interactions and through the story's events.
- ❖ Authors use figurative language to elevate and enhance their writing.

LESSON UNDERSTANDINGS:

- ❖ The author uses foreshadowing as a plot device.
- ❖ The author can use of elements from various genres.

ESSENTIAL QUESTIONS:

- ❖ What were the literary, political, historical, and social events that characterized the Romantic and Victorian Periods?
- ❖ What points does the novel make about the treatment and position of women in Victorian society?
- ❖ What role does Jane's ambiguous social position play in determining the conflict of her story?
- ❖ What larger points does the novel make about social class?

FOCUS QUESTIONS:

- ❖ How does the author use foreshadowing and fantasy to affect the plot and protagonist?
- ❖ How does the author use a love interest as a foil to the protagonist?

LESSON OVERVIEW: Prior to the lesson, students will have read the assigned chapters from *Jane Eyre*. Students should annotate during their reading as this will help to keep track of key concepts. After the reading of the text, students will participate in class discussions related to the essential and focus questions.



Text Vocabulary:

Ensnore
Sequester
Undulate
Inure
Unfledged
Suffuse
Fulminate
Estrange
Arrogate
Importune
Condole
Embroider
Submerge

READ THE TEXT:

- ❖ Independent reading
- ❖ Briefly discuss key points and vocabulary with students, checking for understanding as they go.

UNDERSTAND THE TEXT:

❖ **Text-dependent questions:**

1. How does the author show the evolution of the relationship between Jane and Mr. Rochester?
2. How does the author compare and contrast Jane and Blanche?
3. How does the author incorporate elements from various genres?
4. How does the author show Jane's struggle between reason and passion?

EXPRESS UNDERSTANDING:

- ❖ Students will use pair-share to create a flow map of Jane's relationship to Mr. Rochester.
- ❖ Students will participate in a class discussion.
- ❖ Students will answer text-dependent questions.



LESSON 5: 10 Days

TEXT(S):

Jane Eyre Ch. 29-38 by Charlotte Bronte

STANDARDS:

RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RI/ RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.

W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

SL 9-10.1 Initiate and participate effectively in collaborative discussions

SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme

ACADEMIC VOCABULARY:

Symbolism

Motif

Theme

Bildungsroman

Autonomy

TEXT DESCRIPTION: *Jane Eyre* by Charlotte Bronte is a bildungsroman novel that follows the development of a young orphan turned governess into an autonomous woman who is a symbol of independence.

UNIT UNDERSTANDINGS:

- ❖ Authors carefully select details in order to create effective or entertaining narratives.
- ❖ Events in the plot and character interactions help shape and develop the theme of a text.
- ❖ Authors use a variety of methods to develop complex characters.
- ❖ Theme is revealed through characters’ interactions and through the story’s events.
- ❖ Authors use figurative language to elevate and enhance their writing.

LESSON UNDERSTANDINGS:

- ❖ The author uses other characters to force protagonist’s character development.
- ❖ The author use the settings to represent a different life stage for the protagonist.

ESSENTIAL QUESTIONS:

- ❖ What were the literary, political, historical, and social events that characterized the Romantic and Victorian Periods?
- ❖ What points does the novel make about the treatment and position of women in Victorian society?
- ❖ What role does Jane’s ambiguous social position play in determining the conflict of her story?
- ❖ What larger points does the novel make about social class?

FOCUS QUESTIONS:

- ❖ How is the novel a bildungsroman novel?
- ❖ Why is autonomy important to Jane Eyre?
- ❖ How is the novel representative and critical of Victorian society?

LESSON OVERVIEW: Prior to the lesson, students will have read the assigned chapters from *Jane Eyre*. Students should annotate during their reading as this will help to keep track of key concepts. After the reading of the text, students will participate in class discussions related to the essential and focus questions.



Text Vocabulary:

Homage

Bliss

Renown

Asunder

Estimable

Emulous

Stoicism

Relinquish

Enervate

Inundation

Eminence

Scrupulously

Endeavor

Impetus

READ THE TEXT:

- ❖ Independent reading
- ❖ Briefly discuss key points and vocabulary with students, checking for understanding as they go.

UNDERSTAND THE TEXT:

❖ **Text-dependent questions:**

1. How does the author criticize Victorian society?
2. How does the author use the two male characters to criticize gender roles?
3. Why is ending criticized by literary critics?
4. How is the ending too perfect?

EXPRESS UNDERSTANDING:

- ❖ Students will use pair-share to create a flow map of Jane's overall character development.
- ❖ Students will participate in a class discussion.
- ❖ Students will answer text-dependent questions.



LESSON 6: 5 Days

TEXT(S):

Online research

STANDARDS:

RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL/ RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.

W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

SL 9-10.1 Initiate and participate effectively in collaborative discussions

SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

RI 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme

ACADEMIC VOCABULARY:

Symbolism

Motif

Theme

Bildungsroman

Autonomy

TEXT DESCRIPTION: Inquiry Project

UNIT UNDERSTANDINGS:

- ❖ Authors carefully select details in order to create effective or entertaining narratives.
- ❖ Events in the plot and character interactions help shape and develop the theme of a text.
- ❖ Authors use a variety of methods to develop complex characters.
- ❖ Theme is revealed through characters’ interactions and through the story’s events.
- ❖ Authors use figurative language to elevate and enhance their writing.

LESSON UNDERSTANDINGS:

- ❖ The author uses other characters to force protagonist’s character development.
- ❖ The author uses the settings to represent a different life stage for the protagonist.

ESSENTIAL QUESTIONS:

- ❖ What were the literary, political, historical, and social events that characterized the Romantic and Victorian Periods?
- ❖ What points does the novel make about the treatment and position of women in Victorian society?
- ❖ What role does Jane’s ambiguous social position play in determining the conflict of her story?
- ❖ What larger points does the novel make about social class?

FOCUS QUESTIONS:

- ❖ How is the novel representative and critical of Victorian society?
- ❖ How does Jane Eyre fit the mode of the average Victorian woman?
- ❖ How did the Victorian society affect the author’s intent in writing?

LESSON OVERVIEW: Prior to the lesson, students will have read the assigned chapters from *Jane Eyre*. Students should annotate during their reading, for this will help to keep track of key concepts. After the reading of the text, students will participate in class discussions related to the essential and focus questions. Students research a topic that is related to the Victorian Era and present the information in a presentation to the class.



READ THE TEXT:

- ❖ Independent reading
- ❖ Briefly discuss key points and vocabulary with students, checking for understanding as they go.

UNDERSTAND THE TEXT:

❖ **Text-dependent questions:**

5. How does the author criticize Victorian society?
6. How does the author use the two male characters to criticize gender roles?
7. Why is ending criticized by literary critics?
8. How is the ending too perfect?

EXPRESS UNDERSTANDING:

- ❖ Students will create a tree map pertaining to their topic.
- ❖ Students will participate in a pair share discussion with similar topics.
- ❖ Students will answer text-dependent questions.



LESSON 7: 5 Days

TEXT(S):

Jane Eyre by Charlotte Bronte

STANDARDS:

RI/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RI/ RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.

W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

SL 9-10.1 Initiate and participate effectively in collaborative discussions

SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme

ACADEMIC VOCABULARY:

Symbolism

Motif

Theme

Bildungsroman

Autonomy

TEXT DESCRIPTION: The students will use their discussion notes and thinking maps in order to develop, organize, write, and edit their own theme process essay concerning the novel *Jane Eyre*.

UNIT UNDERSTANDINGS:

- ❖ Authors carefully select details in order to create effective or entertaining narratives.
- ❖ Events in the plot and character interactions help shape and develop the theme of a text.
- ❖ Authors use a variety of methods to develop complex characters.
- ❖ Theme is revealed through characters' interactions and through the story's events.
- ❖ Authors use figurative language to elevate and enhance their writing.

LESSON UNDERSTANDINGS:

- ❖ Students will develop their own thesis from past discussion notes and thinking maps.
- ❖ Students will organize, write, and edit their work.

ESSENTIAL QUESTIONS:

- ❖ What were the literary, political, historical, and social events that characterized the Romantic and Victorian Periods?
- ❖ What points does the novel make about the treatment and position of women in Victorian society?
- ❖ What role does Jane's ambiguous social position play in determining the conflict of her story?
- ❖ What larger points does the novel make about social class?

FOCUS QUESTIONS:

- ❖ How does the author use figurative language and characterization to communicate theme.

LESSON OVERVIEW: Prior to the lesson, students will have finished reading the novel *Jane Eyre*. Students should annotate during their reading as this will help to keep track of key concepts. The students are then prepared to write a theme process essay.

READ THE TEXT:

- ❖ Independent reading



- ❖ Briefly discuss key points and vocabulary with students, checking for understanding as they go.

EXPRESS UNDERSTANDING:

- ❖ Students will use a tree map to develop their thesis.
- ❖ Students will use pair-share to create a viable topic.
- ❖ Students will write multiple drafts.
- ❖ Students will use pair-share to peer edit.