

The Road

Content Area: **ELA**
Course(s): **Contemporary Novels**
Time Period: **Marking Period 1**
Length: **4-5 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP	Weeks
The Road	1 / 3	4-5
The Handmaid's Tale	1 / 3	4-5
The God of Small Things	2 / 4	4-5
The Parable of the Sower	2 / 4	4-5

Unit Overview

Students will study Cormac McCarthy's *The Road* as a work of dystopian fiction, exploring his use of character, allusion, setting, and motif to comment on the nature of man as a combination of hope and violence.

Enduring Understandings

1. Students will understand the use of character to explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
2. Students will understand how setting is used to not only depict a time and place, but also to convey values associated with that setting, and how a drastic change in one leads to a shift in the other.
3. Students will understand how a narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
4. Students will understand how the arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

5. Students will understand how to interpret figurative representations, specifically in the building of motif and biblical allusions, to discover an author's purpose or message.
6. Students will understand how to employ textual evidence to articulate and support an interpretation of literature.

Essential Questions

How do authors use narrative structure, including character, setting, and arrangement of timeline, to illustrate their perspective on the human condition?

How do authors use figurative language and other narrative techniques to represent their perspective on relationships between various elements of society and the nature of man?

How does the choice of textual evidence impact the effectiveness of an argument?

New Jersey Student Learning Standards (No CCS)

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections 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.
LA.RL.11-12.2	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.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	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. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	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.
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are

appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	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.
LA.W.11-12.10	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.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.5	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.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Amistad Integration

- Connect to the African-American experience with enslavement in America through the enslavement of individuals (the young, the weak, the female) in McCarthy's dystopian future.
- Discuss the enslavement of groups as a universal issue, analyzing its root cause.

SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

Holocaust/Genocide Education

- Instruction and discussion will ask students to identify and analyze applicable theories concerning human nature and behavior, using the two main characters and their different responses to what they encounter to understand the profound impact of issues of moral dilemma and conscience on their identities and on the world.
- Discussion will emphasize the personal responsibility that each citizen bears to fight inhumanity in all forms whenever and wherever it happens.

LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.5	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.
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.2	Civics, Government, and Human Rights

Interdisciplinary Connections

In connection with the Social Studies department, students will use their knowledge of past conflicts and societal collapses to think analytically and systematically about how these interactions of people, cultures, and the environment affect issues across time and cultures, enabling them to make informed decisions as socially and ethically responsible citizens.

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

Technology Standards

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers

PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.F.3	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

Financial Literacy Integration

We will discuss how "currency" and trade shift when the framework of society collapses:

- How do societal changes affect economics and employment? Can these structures remain intact when others fall?
- What "occupations" rise to the forefront in the face of a societal collapse?
- What happens to the value of currency when society falls?
- Connect to motif of Remnants of the Past -- Coca cola bottle, gold krugerrands (fall of capitalism)

Instructional Strategies & Learning Activities

- Dystopian literature patterns - breaking down the formula, application to *The Road*
- Theme and motif tracking groups
- Theme and motif analysis stations
- Horror passages close reading
- Fishbowl debate: Should the boy live?
- Socratic Seminar: Is man inherently evil?
- Partner paragraphs
- Duality of dark and light charting and analysis discussion

Differentiated Instruction

Examples may include:

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Relationship-Building & Team-Building
- Self-Directed Learning
- Debate
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws

Formative Assessments

- Theme & Motif Tracking Journals -- Collaborative journaling and analysis of key passages that build theme and motif within the novel.
- Film Comparison -- Close reading of two scenes that create "horror" with comparative analysis of the same scenes in the film, looking at technique to build the desired emotional response.
- Reading check quizzes
- Socratic Seminars
- Think-Pair-Share

Summative Assessment

- Fishbowl Debate centered around author's choices as connected to his overall purpose.
- Literary Analysis Essay -- Multi-paragraph formal essay on the author's use of a single theme or motif throughout the novel to achieve an overall purpose.

Benchmark Assessments

None.

Alternate Assessments

Designed based upon student IEP and differentiation needs.

Resources & Technology

- *The Road* film
- Promethean Board
- Smart phones
- Chromebooks
- Google Drive
- Canvas
- Genesis

BOE Approved Texts

The Road (Cormac McCarthy)

The Circle (Dave Eggers) -- Summer assignment text, used in discussion for MP1

Closure

Such as:

- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Ask students to write what they learned, and any lingering questions on an "exit ticket." Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Permit as much time as needed to finish tests (per IEP accommodations).
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Divide tests into small sections of similar questions or problems.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- audio books
- behavior management support

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking

- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

*Add to or remove any of these as you see fit.

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

