

# Unit 3: Literary Analysis Writing 2023

Content Area: **English**  
Course(s): **English III**  
Time Period: **January**  
Length: **3rd Marking Period**  
Status: **Published**

## Unit Overview:

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Students will be able to analyze the craft and structure of a text to determine the author's intent of the work as a whole. Students will develop their understanding of and ability to assess character development, the use of symbolism, and the development of themes over the course of a text. Students will be able to provide concise claims regarding a text that is supported by cited textual evidence and sufficient reasoning including an explanation and analysis of a text. Students will engage in close readings of text to comprehend what is both explicitly and implicitly said as well as analyze the text to make inferences and relevant connections. Students will be able to cite specific textual evidence when writing or speaking to support claims and conclusions drawn from a text.

## Essential Questions:

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How do individuals, events, and ideas develop and interact over the course of a text?

How do an author's words and phrases determine technical, connotative, and figurative meanings over the course of a text?

How do specific word choices and syntax shape an author's meaning or tone?

How does an author's use of symbolism help to establish a theme over the course of a text?

How do central ideas or themes develop over the course of a text?

## Enduring Understandings:

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Individuals, events, and ideas develop and interact over the course of a text and come together as a whole.

An author's words and phrases determine technical, connotative, and figurative meanings over the course of a text.

Specific word choices and syntax shape an author's meaning or tone.

An author's use of symbolism helps to establish a theme over the course of a text.

Central ideas or themes develop over the course of a text through an author's use of characterization, symbolism, and plot structure.

### **Standards/Indicators/Student Learning Objectives (SLOs):**

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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.11-12.3	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.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	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.
LA.RI.11-12.5	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.
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.

### **Career Readiness, Life Literacies, & Key Skills:**

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Recommended skills include:

- Collaborative learning
- Critical thinking and problem-solving
- Creativity and innovation
- Information literacy
- Media literacy
- Communication
- Collaborative thinking
- Life and career skills
- Global perspectives

## **Inter-Disciplinary Connections:**

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Recommended inter-disciplinary connections include:

### History

- Women's rights movement
- Segregation
- Reform movements
- Industrial Revolution
- The Gilded Age

### Sociology

- Socioeconomic status
- Social movements
- Gender roles
- Counterculture
- Stereotypes

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.6.1.12.A.3.h

Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

SOC.6.1.12.A.3.i

Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

SOC.6.1.12.D.2.d

Analyze arguments for new women's roles and rights, and explain why 18th-century

SOC.6.3.12.CS4

society limited women's aspirations.

Critically analyze information, make ethical judgments, and responsibly address controversial issues.

## **Equity Considerations**

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### **Amistad Mandate**

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Topic: Segregation and the African American Voice in America

Materials Used: Poems by Paul Laurence Dunbar

Addresses the Following Component of the Mandate: Contributions of African Americans to our Society

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

### **Holocaust Mandate**

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Topic: Feminism and Gender Roles in Society

Materials Used: "The Awakening" by Kate Chopin

Addresses the Following Component of the Mandate: Bias and Prejudice

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): Stopping Online Bullying

Materials Used: "Twitter Takes A Stand" article on Achieve3000

Addresses the Following Component of the Mandate: Social and Political Impact

- Economic
- Political
- Social

## **Climate Change**

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Topic (Person and Contribution Addresses): Aiding Climate Change

Materials Used: "Despicable Disposables" article from Achieve3000

Addresses the Following Component of the Mandate: Economic and Climate Impact

## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): Representation in Society

Materials Used: "How Fair is Hollywood" article on Achieve 3000

Addresses the Following Component of the Mandate: Social and Economic Impact

- Economic
- Political
- Social

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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Recommended strategies and activities include:

- Lecture
- Collaborative group work
- Jigsaw
- Graphic organizers
- Effective questioning
- Cooperative learning
- Conferencing
- Close reading
- Inquiry-based learning
- Individual practice
- Guided practice
- Group work
- Class discussion
- Chunking
- Socratic seminars
- Compare/contrast
- Modeling
- Workshop

### **Lesson Titles:**

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Recommended lessons include:

- Realism
- Naturalism
- Regionalism
- How to Tell a Story & American Humor
- Character Foils in *The Awakening*
- Satire and Gender Roles in *The Awakening*
- Local Color in *The Awakening*
- Symbolism and Theme in *The Awakening*

### **Resources & Materials:**

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Recommended resources and materials include:

Short Stories:

"An Episode of War" by Stephen Crane

"To Build A Fire" by Jack London

"A Warrior's Daughter" by Zitkala-Sa

"The Luck of Roaring Camp" by Bret Harte

"The Celebrated Jumping Frog of Calaveras County" by Mark Twain

Essays:

"The Life of Julius Caesar"

"How To Tell A Story" by Mark Twain

Excerpts from "My Bondage and My Freedom" by Frederick Douglass

Poems:

"Douglass" by Paul Laurence Dunbar

"We Wear The Mask" by Paul Laurence Dunbar

"Goe Down Moses" and "Swing Low, Sweet Chariot" Spiritual Songs

"A Man Said to the Universe" by Stephen Crane

"Her Time" by Lang Leav

Novel:

*The Awakening* by Kate Chopin

Drama:

"The Tragedy of Julius Caesar" William Shakespeare

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**Formative Assessment:**

Recommended formative assessments include:

- Do-nows
- Effective questioning
- DOK questioning
- Class polls
- Lesson exit tickets
- Self-assessments
- Peer-assessments
- Think-Pair-Share
- Debriefing
- Constructed response
- Hand-signals
- Misconception check
- Conferencing

- Anticipatory Set
- Closure
- Warm-Up

### **Summative Assessment:**

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Recommended summative assessments include:

- Unit assessments on the literature of Realism, Naturalism, and Regionalism
- Skill-based assessment utilizing literary analysis of short stories and poems
- LAT writing assessment on character development, symbolism, and/or theme
- Unit sentence vocabulary quizzes

- Alternate Assessment
- Benchmark
- Marking Period Assessment

### **Benchmark Assessments**

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Skills-based assessment

Reading responses

Writing responses



## **Alternative Assessments**

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Performance tasks  
Project-based assignments  
Problem-based assignments  
Presentations  
Reflective pieces  
Concept maps  
Case-based scenarios  
Portfolios

## **Modifications**

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### **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

### **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes

- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## Technology Materials and Standards

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Recommended technology includes:

- Google Suite (Docs, Forms, Slides, and Google Classroom)
- CommonLit
- Achieve3000
- ActivelyLearn
- IXL
- Quizlet
- Turnitin
- Read&Write
- Peardeck
- Blooket
- Jamboard
- GoGuardian
- YouTube
- Canva
- Padlet
- Kahoot
- Edpuzzle
- NoodleTools

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.D

Digital Citizenship: Students understand human, cultural, and societal issues related to

technology and practice legal and ethical behavior.

TECH.8.1.12.D.CS1

Advocate and practice safe, legal, and responsible use of information and technology.

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.

## **Computer Science and Design Thinking Standards**

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