Unit 4: Literary Analysis (Argumentative)

Content Area: **Language Arts Literacy**
Course(s): **English 11 CP**
Time Period: **Marking Period 2**
Length: **10 Blocks**
Status: **Published**

Course Description

This course is designed for the student who has developed an exceptional proficiency in critical reading and thinking as well as advanced writing skills. Students are challenged with numerous fictional literary readings from several genres and related non-fiction. In addition, students complete many writing assignments and extensive outside readings. Students explore the modes of writing on a more sophisticated level; journal writing will address students' creative talents while other assignments will be analytical in nature. Students use MLA and The BIG6 information literacy model to conduct problem-based research projects.

Unit Description

Stage 1-- Desired Results

Unit Purpose:

In this unit students will read short stories and critical essays in order to write an original literary analysis essay in the argument mode. In 12th grade, teachers will teach the same standards from 9th, 10th, and 11th grade but will increase the rigor. 12th grade teachers refresh/review those same skills from the year prior to check for complete understanding.

Established Goals:

The main focus in 11th grade will be to write an a literary based argument.

New Jersey Student Learning Standards: English Language Arts Grades 11 and 12

Explicit:

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.

1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s),

distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

2. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

3. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

4. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

5. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.)

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.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage

when writing or speaking.

1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Observe hyphenation conventions.
2. Spell correctly.

L.11-12.3. 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.

1. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

Implicit:

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.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

2. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. 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.

Understandings:

Students will understand that…

-A critical reader uses literary devices to present an original theory.
-A critical reader needs textual evidence to support their theories.
-A critical reader will make claim, offer reasons, and find the best textual evidence to prove his/her argument while modelling his/her writing after professional essays.
-Literary analysis essays serve to concisely convey a critical reader's arguments about a piece of literature?

Essential Questions:

-What must a writer do to fully support a theory about a text?
-How do writers use theories built from collected evidence to create a claim?
-How do you provide the best evidence to support a claim?

Students will know…

-How to distinguish an author's purpose.
-The definition, key components of, and purpose of a literary analysis essay.
-How to devise an original thesis statement.
-Claim, counterclaim, reasoning, and best evidence.
-Formality in tone and format, including MLA conventions.
-The writing process.

Students will be able to…

-Write a literary analysis using the best textual evidence, modeled after professional essays.
-Recognize strengths and weaknesses of a source based on the task, purpose, and audience.
-Employ appropriate diction and vocabulary in writing
-Select well-chosen, relevant, sufficient information appropriate to the audience's knowledge of the topic.
-Analyze key ideas in a text as evidence to support understanding of text.
-Explain inferences drawn from the text.
-Conduct steps for short as well as sustained research projects to answer a question.

Stage 2 -- Assessment Evidence

Summative Assessments:

Writing On-Demand Skills Assesment

Formative Assessments:

Quizzes (3-4 "Minor" Assessments)-Demonstration of explicitly-taught GUMS skill

through final product and Rough Draft.

Literary Analysis Essay

Writer's Notebook (5 "Homework" student-selected entries) - Three entries over the course of the unit in which reading literature skills are explored.

Stage 3 -- Learning Plan

Learning Activities:

-Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
-Establish each student's prior understanding of argument writing (literary analysis essay) through a relatable hook (story, survey, posing question, etc.) or through individual conferences.
-Read a short story of choice.
-Read mentor critical analysis essays from professional literary scholars (Bloom's Literary Reference Center).
-Execute standards-based mini-lessons to develop skills and strategies.
-Collaborate with assigned writing partners.
-Experience activities where speaking and listening skills are used mini-lessons and sharing times.
-Read critical analysis essays as models for writing.
-Practice and experiment with various approaches to literary analysis writing. Confer individually with teacher and peers.
-Demonstrate understanding of skills through a literary analysis essay.

Mini-Lessons

-Develop an original claim (original thesis)
-Gather textual evidence and support with reasoning and sound logic, including counterclaims. - most relevant evidence & probable bias
-Incorporate and model from credible critical essays written by professionals
-Organize reasons and evidence in a logical manner - sequencing claims logically
-Utilize transitional phrases to establish relationships - varied syntax
Maintain a formal style and tone (including MLA conventions)

Resources

All student selected choices available through classroom library, school or public library, or bought buy student.

Works of Study:

Literary analysis essays on *Macbeth*

Potential Works of Study:

- Any Fiction Piece.

- All student selected choices available through classroom library, school or public library, or bought buy student.

- Some Classroom Library Examples Include:

The Reckoning by Josh Grisham

The Summer I Turned Pretty by Jeny Han

Then She was Gone by Lisa Jewell

Thirteen Reasons Why by Jay Asher

To All the Boys I've Loved Before by Jenny Han

Water for Elephants by Sara Gruen

We'll Always Have Summer by Jenny Han

Looking For Alaska by John Green

Paper Towns by John Green

Go Set A Watchman by Harper Lee

Why We Broke Up by Daniel Handler

The Running Dream by Wendelin Van Draanen

Girl Stolen by April Henry

Count All Her Bones by April Henry

A Time to Dance by Padma Venkatraman

Stuck in Neutral by Terry Trueman

Simon vs. The Homo Sapiens Agenda by Becky Albertalli

Leah on the Offbeat by Becky Albertalli

The Gentlemen's Guide to Vice and Virtue by Mackenzie Lee

None of the Above by I.W. Gregorio

Online Resources:

https://sites.google.com/a/wall.k12.nj.us/whslmc/research

http://www.easybib.com/

https://owl.purdue.edu/owl/purdue_owl.html

https://www.khanacademy.org/humanities/grammar

SAT Connection:

The Official SAT Study Guide

Chapter 6 Command of Evidence

Chapter 7 Words in Context

Chapter 9 Reading: Information and Ideas

Chapter 10 Reading Rhetoric

Chapter 11: Reading Synthesis

Chapter 14 Writing and Language: Expression of Ideas

Chapter 15 Writing and Language: Standards of English Conventions

Vocabulary:

- Student selected vocabulary

CONSIDERATIONS FOR DIVERSE LEARNERS

Accommodations and Modifications:

Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations

- Authentic assessments
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios
- Problem-based learning
- Interest-based research
- Authentic problem-solving

Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Personal vocabulary
- Text-to-speech
- Simplified instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Strategies and Practices that Support At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Guided reading
- Introduce key vocabulary before the lesson
- Work in a small group
- The lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability
- Choice Boards

- Literature circles
- Project-based learning
- Graphic organizers
- Choice books
- Mini-Workshops to reteach or extend
- Jigsaw
- Goal-setting with students
- Use of a reading buddy
- Exploration based on interest

Strategies and Practices that Support Students with 504 Plans:

- Follow all the 504 plan modifications
- Text-to-speech/audio-recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high-frequency words and phonemic patterns

Standards

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.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.9.A	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
LA.W.11-12.9.B	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
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.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	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.

Anchor Standards

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and

	research.
LA.K-12.NJSLSA.W10	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.

Interdisciplinary Standards

LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.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.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Holocaust & Amistad Connections

SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
SOC.6.3.12.D.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Computer Science & Design Thinking (CS & DT):

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

LGBTQ & Persons With Disabilities

Persons with Disabilities

Potential Free Reads During Unit:

- *The Running Dream* by Wendelin Van Draanen

- *Girl Stolen* by April Henry

- *Count All Her Bones* by April Henry

- *A Time to Dance* by Padma Venkatraman

- *Stuck in Neutral* by Terry Trueman

LGBTQ

Works of Study:

Macbeth by William Shakespeare

- William Shakespeare's own personal life.

"Was Shakespeare Gay?" (https://www.shakespeare.org.uk/explore-shakespeare/podcasts/lets-talk-shakespeare/was-shakespeare-gay/)

"Was Shakespeare Gay, and does it matter?" (https://www.theguardian.com/commentisfree/2014/nov/28/shakespeare-gay-plays-scholars-tls)

"Shakespeare and gender: the 'woman's part'" (https://www.bl.uk/shakespeare/articles/shakespeare-and-gender-the-womans-part)

Potential Free Reads During Unit:

- *Simon vs. The Homo Sapiens Agenda* by Becky Albertalli

- *Leah on the Offbeat* by Becky Albertalli

- *The Gentlemen's Guide to Vice and Virtue* by Mackenzie Lee

- *None of the Above* by I.W. Gregorio