

Semester 2 Unit: Varied Voices in Literature

Content Area: **Language Arts**
Course(s): **English 4H**
Time Period: **Semester 2**
Length: **3 Weeks**
Status: **Published**

Standards

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| ELA.R | Reading |
| ELA.RI.CR.11–12.1 | Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. |
| ELA.RI.IT.11–12.3 | Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. |
| ELA.RI.TS.11–12.4 | Evaluate the author's choices concerning structure and 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. |
| ELA.RI.PP.11–12.5 | Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. |
| ELA.RI.MF.11–12.6 | Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). |
| ELA.RI.CT.11–12.8 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. |
| ELA.W | Writing |
| ELA.W.AW.11–12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| ELA.W.AW.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. |
| ELA.W.AW.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. |
| ELA.W.AW.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. |
| ELA.W.AW.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. |
| ELA.W.AW.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). |
| ELA.SL | Speaking and Listening |
| ELA.SL.PE.11–12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in |

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| | 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. |
| ELA.SL.PE.11–12.1.A | 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. |
| ELA.SL.PE.11–12.1.B | Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. |
| ELA.SL.PE.11–12.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| ELA.SL.PE.11–12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| TECH.8.1.12.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. |
| TECH.8.1.12.E.CS1 | Plan strategies to guide inquiry. |
| TECH.8.1.12.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |

Enduring Understanding

- Events and actions of the past affect the present and the future.
- Literature and language play a role in shaping one’s identity.
- The formation of gender and sexual identity may be repressed due to societal and familial constraints.
- Gender norms are often established within one’s family and community.
- Family secrets can be detrimental to the individual.

Essential Questions

- How does the past inform one’s understanding and view of the present?
- What is the function of literature and language in shaping and developing one’s identity?
- How are gender and sexual identity formed, expressed, modified, and repressed?
- How are gender norms constructed within a family?
- What is the effect of family secrets on the individual?

Knowledge and Skills

- Students will trace the development of the relationship between protagonists and their parents throughout the novel.
- Students will analyze the relationship between literature, language and other forms of media in identifying the development of the main character and her/his relationship with others.
- Students will interpret an author's use of various literary allusions and how they impact her storytelling.
- Students will examine the elements and the structure of the novel in order to analyze its overall meaning.
- Students will analyze how an author's emphasis on imagery and narrative technique enhances storytelling.
- Students will analyze how the author's process of coming into her/his own identity as gay shapes their understanding of the past and the present.
- Students will examine the power of visual and prose storytelling in relaying human experiences and conflicts.

ADDITIONAL RESOURCES

Texts:

For this unit, students choose one (1) of the following texts:

Fun Home: A Family Tragicomic Alison Bechdel

Speak No Evil Uzodinma Iweala

We Are Okay Nina La Cour

Book Reviews:

(We Are Okay) Ingall, Marjorie. "The Shortlist: YA Crossover." New York Times. 24 February 2017.

(Speak No Evil) Miller, Laura. "*Speak No Evil*: A Novel of Coming Out in America." New Yorker. 5 March 2018.

(Fun Home) Wilsey, Sean. "The Things They Buried." New York Times. 18 June 2006.

Core Poem:

“Daddy” Sylvia Plath

“Diving Into the Wreck” Adrienne Rich

“Dream of a Common Language” Adrienne Rich

TRANSFER GOALS

- Students will be able to discuss the complexity of the formation of gender and sexual identity and apply that understanding to their role as citizens in today’s society.
- Students will be able to gain a more complex and authentic understanding of the world around them.
- Students will be able to see complex, fully realized LGBTQ characters represented in a work of literature

Assessment

https://docs.google.com/document/d/1_w12qVbVV7OTThc9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing

Modifications

<https://docs.google.com/document/d/17jJtNi1cFhRgM3667P67m3pGkj1sD-XarWejIWAANIg/edit?usp=sharing>

