

# Semester 2 Unit: LGBTQ 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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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.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.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
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.11-12.4	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.11-12.6	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.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
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.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

## **Enduring Understanding**

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- 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**

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- 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**

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- 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**

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### **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**

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- 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