

Unit 08: The Bluest Eye

Content Area: **Language Arts**
Course(s): **AP Eng Lang C**
Time Period: **Semester 1 & 2**
Length: **4 weeks**
Status: **Published**

Standards

Please see list of standards for more details under the anchor standards. Please note that additional standards can be applied to any unit.

ELA.L	Language
ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.9–10.1.A	Use parallel structure.
ELA.L.SS.9–10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELA.L.SS.9–10.1.C	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
ELA.L.SS.9–10.1.D	Use a colon to introduce a list or quotation.
ELA.L.SS.9–10.1.E	Recognize spelling conventions.
ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.L.KL.9–10.2.A	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.
ELA.L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
ELA.L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.9–10.3.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.
ELA.L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
ELA.L.VL.9–10.3.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
ELA.L.VL.9–10.3.D	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, or its etymology.
ELA.L.VL.9–10.3.E	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).
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

ELA.L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
ELA.L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.9–10.4.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
ELA.R	Reading
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.RL.TS.9–10.4	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
ELA.RL.PP.9–10.5	Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
ELA.RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
ELA.W	Writing
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.W.AW.9–10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
ELA.W.AW.9–10.1.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.9–10.1.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.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.
ELA.SL	Speaking and Listening
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL.PE.9–10.1.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.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
ELA.SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ELA.SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
ELA.SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

Enduring Understandings

Students will understand the following:

Society affects how we look at ourselves and other people.

Standards of beauty or so-called “natural beauty” are constructs created by people and have the capacity to be damaging to people’s self-worth, confidence, and well-being - especially people of color.

The idea that people are inherently bad or good devalues the influences and experiences in a person's life.

Dysfunction is the result of multiple influences from both individual people and society as a group.

Individuals write within a particular situation and make strategic writing choices based on that situation.

Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.

Writers guide understanding of a text’s line of reasoning and claims through that text’s organization and integration of evidence.

The rhetorical situation informs the strategic stylistic choices that writers make.

Essential Questions

Where do we learn self-worth and self-loathing?

How has the concept of beauty changed over the course of human history?

Who gets to say what is beautiful?

How does violence and abuse affect communities and individuals?

How do writers make strategic choices based on particular situations to prove an argument?

How do we determine the speaker's subject, claim, and evidence within a piece? How do we determine the validity of the subject's argument in that piece?

How do we follow a line of reasoning within a nonfiction text?

What effect does the rhetorical situation have on stylistic choices the writer makes?

Knowledge and Skills

Students will read *The Bluest Eye* and evaluate the multiple narrators' contributions to the story and the role point of view in the novel.

Students will explore Morrison's themes of beauty and insanity and how experience shapes a person.

Students will know basic information about Morrison's biography and the country and time period that influenced her work.

From the AP Language and Composition Course and Exam Description, 2020 College Board:

Skill Category 1: Rhetorical Situation - Reading (Explain how writers' choices reflect the components of the rhetorical situation.)

1.A. Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

1.B. Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.

Skill Category 2: Rhetorical Situation - Writing (Make strategic choices in a text to address a rhetorical situation.)

2.A. Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

2.B. Demonstrate an understanding of an audience's beliefs, values, or needs.

Skill Category 3: Claims and Evidence - Reading (Identify and describe the claims and evidence of an argument.)

- 3.A. Identify and explain claims and evidence within an argument.
- 3.B. Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- 3.C. Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

Skill Category 4: Claims and Evidence - Writing (Analyze and select evidence to develop and refine a claim.)

- 4.A. Develop a paragraph that includes a claim and evidence supporting the claim.
- 4.B. Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 4.C. Qualify a claim using modifiers, counterarguments, or alternative perspectives.

Skill Category 5: Reasoning and Organization - Reading (Describe the reasoning, organization, and development of an argument.)

- 5.A. Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- 5.B. Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
- 5.C. Recognize and explain the use of methods of development to accomplish a purpose.

Skill Category 6: Reasoning and Organization - Writing (Use organization and commentary to illuminate the line of reasoning in an argument.)

- 6.A. Develop a line of reasoning and commentary that explains it throughout an argument.
- 6.B. Use transitional elements to guide the reader through the line of reasoning of an argument.
- 6.C. Use appropriate methods of development to advance an argument.

Skill Category 7: Style - Reading (Explain how writers' stylistic choices contribute to the purpose of an argument.)

- 7.A. Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 7.B. Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

7.C. Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

Skill Category 8: Style - Writing (Select words and use elements of composition to advance an argument.)

8.A. Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

8.B. Write sentences that clearly convey ideas and arguments.

8.C. Use established conventions of grammar and mechanics to communicate clearly and effectively.

Additional Resources:

Core Text: The Bluest Eye - Toni Morrison

Core Poem: "Hebrew Mamita" - Vanessa Hidary

Transfer Goals

Students will independently be able to trace character development in *The Bluest Eye* and recognize unconscious beauty bias, lookism, in their own lives and how to use this understanding for growth and deep learning.

Students will independently be able to understand how societal institutions can influence how we view ourselves and other people and realize that it will be important for them to maintain their own healthy view of their bodies and minds.

Assessment

https://docs.google.com/document/d/1_w12qVbVV7OTThe9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing

Modifications

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

