

# Unit 07: Death of a Salesman

Content Area: **Language Arts**  
Course(s): **English 3A**  
Time Period: **Semester 1 & 2**  
Length: **4 weeks**  
Status: **Published**

## Standards

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

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| ELA.L              | Language  |
| ELA.L.SS.11–12.1   | Demonstrate command of the system and structure of the English language when writing or speaking.   |
| ELA.L.SS.11–12.1.A | Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.  |
| ELA.L.SS.11–12.1.B | Observe hyphenation conventions.  |
| ELA.L.SS.11–12.1.C | Recognize spelling conventions.   |
| ELA.L.KL.11–12.2   | 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.   |
| ELA.L.KL.11–12.2.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.11–12.2.B | Vary syntax for effect, apply an understanding of syntax to the study of complex texts.   |
| ELA.L.KL.11–12.2.C | Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  |
| ELA.L.VL.11–12.3   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.   |
| ELA.L.VL.11–12.3.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.11–12.3.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  |
| ELA.L.VL.11–12.3.C | Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.   |
| ELA.L.VL.11–12.3.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, its etymology, or its standard usage. |
| ELA.L.VL.11–12.3.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.11–12.4   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.   |
| ELA.L.VI.11–12.4.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.   |
| ELA.L.VI.11–12.4.B | Analyze nuances in the meaning of words with similar denotations.   |

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| ELA.L.VI.11–12.4.C | Analyze how the meaning of a key term or terms develops or is refined over the course of a text.   |
| ELA.L.VI.11–12.4.D | Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.  |
| ELA.R              | Reading  |
| ELA.RL.CR.11–12.1  | Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.   |
| ELA.RL.CI.11–12.2  | Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.   |
| ELA.RL.IT.11–12.3  | Analyze the impact of the author’s choices as they develop ideas throughout the text 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).  |
| ELA.RL.PP.11–12.5  | Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).  |
| ELA.RL.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 author’s message).  |
| ELA.RL.CT.11–12.8  | Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.   |
| 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.W.WP.11–12.4   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| ELA.SL             | Speaking and Listening   |

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| ELA.SL.PE.11–12.1   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in 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.3     | Identify transferable career skills and design alternate career plans.   |
| CAEP.9.2.12.C.4     | Analyze how economic conditions and societal changes influence employment trends and future education.   |
| 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.D.1     | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.  |
| 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.   |
| TECH.8.1.12.F.CS1   | Identify and define authentic problems and significant questions for investigation.  |

## **Enduring Understandings**

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Students will understand the following:

The American Dream both promotes and limits opportunity.

Reading of a play requires specialized and unique strategies.

Even though one may not achieve conventional success, heroism can be achieved by following one’s personal dreams.

People’s fundamental beliefs impact their relationships just as those relationships impact one’s beliefs.

The American spirit is unique, and Americans have a tradition of nonconformity and questioning authority.

## **Additional Resources**

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Core Text: Death of a Salesman - Arthur Miller

Core Poem: "Those Winter Sundays" - Robert Hayden

Additional Texts:

The Crucible

"Review of Death of a Salesman" - Frederick Morgan - reprinted from "Notes on the Theatre" (a review of an early production of the play)

"What Isn't for Sale?" - Michael J. Sandel

## **Essential Questions**

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How can the American Dream become the American Nightmare?

How does reading a play differ from reading other genres?

Does the protagonist have to win in order to be considered a hero?

How do family and the community influence the values and beliefs of the individual?

What leads Americans to question authority?

## **Knowledge and Skills**

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Through reading Arthur Miller's Death of a Salesman, students will gain a better understanding of the importance of one's own values.

Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.

Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in Death of a Salesman as they relate to the author's theme development

Students will illustrate the theme of illusion v. reality by studying the behavior of Willy Loman.

Students will illustrate the importance of one's own values and how they are incorporated in the lives of Happy, Biff, Linda, and Willy Loman.

## **Transfer Goals**

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Students will independently be able to examine how reality can be romanticized in both literature and life and apply that understanding to their own lives.

Students will independently be able to critique the role of materialism and how it shapes the American experience and apply that understanding to their own lives.

## **Assessment**

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[https://docs.google.com/document/d/1\\_w12qVbVV7OTThc9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing](https://docs.google.com/document/d/1_w12qVbVV7OTThc9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing)

## **Modifications**

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