

# Foundations I: Make Lemonade

Content Area: **English Language Arts**  
Course(s): **English Literacy 1, Language Arts Literacy I, English /Reading**  
Time Period: **4 weeks**  
Length: **4 weeks**  
Status: **Not Published**

## Unit Overview

---

Read and analyze the novel *Make Lemonade*

## Transfer

---

Students will be able to independently use their learning to...

- Understand that people come from various backgrounds and life circumstances
- Recognize and pursue employment and schooling opportunities available to them

## Meaning

---

## Understandings

---

Students will understand that...

- High school diplomas and college degrees increase opportunity for employment
- Environment plays a role in the opportunities available to certain individuals

## Essential Questions

---

Students will keep considering...

- What are the effects of attaining a high school/higher ed degree?
- How does family involvement affect one's future?
- Are we "our brother's keepers"?

## **Application of Knowledge and Skill**

---

### **Students will know...**

---

Students will know...

- Plot details
- Character details & development : Jolly, LaVaugh, LaVaughn's mom, Jeremy, Jilly
- Themes present in novel : teen pregnancy, work vs. school, coming of age

### **Students will be skilled at...**

---

Students will be skilled at...

- Reading and understanding various forms of written expression including free verse and slang
- Identifying and examining literary elements

### **Academic Vocabulary**

---

welfare, discrimination, socioeconomic status, self-esteem, classifieds

### **Learning Goal**

---

Use Documents tab to attach proficiency scale.

Students will be able to analyze how an author's choices concerning how to structure a grade-appropriate text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

Students will be able to analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a grade appropriate text.

## **Objective 1--(Level 1 & 2)**

---

SWBAT:

- List facts about the author and the novel
- Discuss relevance of novel's themes to current world issues

LA.RL.9-10.10a

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

LA.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

## **Objective 2--(Level 2)**

---

SWBAT:

- Identify and describe major characters : Jolly, Lavaughn, Jilly, Jeremy, LaVaughn's mom
- Identify setting of novel - inner city, low income neighborhood

LA.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

LA.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

## **Objective 3--(Level 2)**

---

SWBAT:

- Define unknown vocabulary words that apply to text

LA.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).

LA.L.9-10.1.A

Use parallel structure.

LA.L.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.

LA.L.9-10.4.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.9-10.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

LA.L.9-10.4.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, or its etymology.
LA.L.9-10.4.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.9-10.6	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.

## Objective 4--(Level 2 & 3)

---

SWBAT:

- Discuss and draw conclusions about plot development
- Identify literary elements in plot and hypothesize why the author included these elements

LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	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.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid

	picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.9-10.7	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.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
LA.W.9-10.9.B	Apply grades 9–10 Reading standards to nonfiction informational (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
LA.W.9-10.10	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, and audiences.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.

## Summative Assessment

---

- Reading comprehension quizzes
- End of novel test
- Project
- Essay
- Journal entries/free writes

## 21st Century Life and Careers

---

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.

## Formative Assessment and Performance Opportunities

---

Use the Lists tab.

- Class discussion
- Comprehension questions
- Journal entries/free writes

- Reading quizzes
- Teacher observation
- Vocabulary quizzes

## Differentiation / Enrichment

---

Use the Lists tab.

- Out of the Dust (fictional/informational text that can show parallels between inner city life and the Oklahoma Dust Bowl)
- use of classified ads

## Unit Resources

---

Use Lists and attach Documents.

## Interdisciplinary Standards

---

CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
HPE.2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
HPE.2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.