

The Glass Castle (English Language Arts II/Grade 10)

Content Area: **English Language Arts**
Course(s): **Generic Course, English Literacy 2**
Time Period: **3 weeks**
Length: **Weeks**
Status: **Published**

Unit Overview

Students will examine the memoir *The Glass Castle* by Jeanette Walls as a nonfiction piece of literature. Students will relate this memoir to their own lives.

Students will read and analyze *The Glass Castle* for literary devices and elements. Student will evaluate the effects that the author's struggles have had on her development and adult life.

Transfer

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

- Evaluate the personal context of the novel and relate to other texts and current events
- Investigate the effects of child abuse and neglect on individuals throughout their lives
- Identify the elements of literature
- Draw conclusions about child abuse and neglect in today's world
- Develop a personal story of their own

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand...

- Events in author's lives influence literary works
- How themes in fiction relate to current events
- Personal struggles can play a large role in the person you become
- The growth of adolescents throughout the novel

- The author's purpose including the dangerous situations presented in the novel as well as the difficulty associated with growing up/coming into adulthood without responsible parents

Essential Questions

Students will consider...

- 1) What makes a "good" story?
- 2) Can literature serve as a vehicle for social change?
- 3) Why is it important for people to construct narratives about their experiences?
- 4) How are belief systems represented in literature?
- 5) How can literature be used to inform/change people's opinions about their society?

Application of Knowledge and Skill

Students will know...

Students will know...

- Plot Development
- Character Development
- Themes - neglect, homelessness, child abuse, family relationships, loyalty

Students will be skilled at...

Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements
- Responding to reading through response journals and class discussion
- Discussing social topics while remaining tolerant of others' opinions

Academic Vocabulary

- Homelessness
- Neglect
- Child Abuse
- Alcoholism

Learning Goal

Students will be able to analyze the development of a theme or central idea over the course of *The Glass Castle*, including how it emerges and is shaped and refined by specific details.

Objective 1 - Levels 1 and 2

SWBAT:

- Identify elements of a memoir
 - Identify personal values and morals via a pre-reading activity
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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.9-10.4	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.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.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Objective 2 - Levels 3 and 4

SWBAT:

Draw conclusions and respond to text relating text/text, text/self, and text/world through a variety of organized and coherent writing pieces, journal writing, research based projects and writing tasks.

LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.4	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.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
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.9-10.10	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.9-10.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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.

Learning Goal 2

Students will be able to relate the events of *The Glass Castle* to their own lives and other world events.

Students will participate in group discussions and develop their own opinions on the events of the memoir.

Objective 3 - Level 3

SWBAT:

- Determine theme of text and how it develops throughout the course of the text.
 - Compare and contrast themes from this novel to other works of literature.
 - Participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) based on the text and/or current event issues related to the text.
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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.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LA.RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

LA.SL.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.

LA.SL.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.

LA.SL.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.

LA.SL.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.

Objective 4 - Level 4

SWBAT:

Analyze themes in small group discussions and relate topics to real world events

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.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.SL.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.
LA.SL.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.
LA.SL.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.
LA.SL.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.

Summative Assessment

- Comprehension Quizzes
- End of novel test
- Tests

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
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.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Formative Assessment and Performance Opportunities

- Class Discussion
- Comprehension Questions
- Exit Slips
- Journal Entries
- Peer and self assessments
- Presentations
- Reading Quizzes
- Small Group Discussion
- Teacher Observation
- Think-pair-share

Accommodations/Modifications

- Glass Castle Study Guide
- Modify length of work
- Provide Guided notes
- Socratic Seminar
- Use of audiobook
- Video Interviews

Interdisciplinary Connections

- Analyze Alcoholism and discuss its effects
- Analyze and Discuss the functions of the family unit
- Discuss Homelessness in America
- Discuss mental illness and analyze its effects

HPE.2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
HPE.2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
SOC.6.1.12.CS14	Contemporary United States: Domestic Policies: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.
SOC.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

Unit Resources

- Novel
- Study guides
- Articles
- Journal Entry Topics
- Quizzes
- Tests