

# Third and Indiana

Content Area: **English Language Arts**  
Course(s): **English Literacy 2**  
Time Period: **4 weeks**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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Student will be able to read and analyze *Third and Indiana* for literary elements and devices. Student will be able to evaluate issues facing those who live in impoverished urban areas.

## Transfer

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

- Understand the issues facing those living in impoverished urban areas in the context of the novel and relate to other texts and real life.
- Identify examples of conflicts facing individuals, families, and communities living in areas of high poverty and crime.

## Meaning

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## Understandings

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Students will understand that...

- The conflicts facing the characters living in poverty throughout the novel
- The author's purpose of making people aware of problems facing the poor in urban areas
- The theme of how poverty and crime affect individuals, families, and society

## Essential Questions

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Students will keep considering...

- What role does setting play in the novel?
- How can character analysis lead to an understanding of theme?

- How are the themes relevant to poverty and crime in today's society?

## **Application of Knowledge and Skill**

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

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Students will know...

- Historical context of novel
- Plot details
- Character development
- Themes

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

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Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements
- Applying theme to society and self

## **Academic Vocabulary**

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Anticipate

Background

Insert

Analyze

Perspective

Motivation

Characterization

Plot development

## **Learning Goal #1**

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

## **Objective 1-- Level 3**

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SWBAT:

- Anticipate theme by studying and discussing perceptions of poverty and crime

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.

## **Objective 2-- Levels 3 and 4**

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## SWBAT:

- Assess comprehension through a variety of writing pieces, reading comprehension quizzes, tests, journal writing, research based projects and writing tasks, etc.
- Write a variety of pieces in response to text using proper grammar and spelling.
- Respond to prompts in relevance to text/test text/self, text/world.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
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).

## **Objective 3 - Levels 3 and 4**

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### 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.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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.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.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.
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

## **Objective 4-- Levels 2, 3, 4**

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SWBAT:

- Identify literary elements in plot
- Demonstrate understanding of figurative language and word relationships in word meanings as used in the text.
- Analyze how literary elements contribute to theme and author's purpose.

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.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**

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

## 21st Century Life and Careers

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Select all applicable standards from the Standards tab.

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.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## Formative Assessment and Performance Opportunities

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Use the Lists tab.

- Class discussion
- Comprehension questions
- Journal entries/free writes
- Reading quizzes
- Teacher observation
- Vocabulary quizzes

## Accommodations/Modifications

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Use the Lists tab.

- Additional Books on Disabilities
- Audio version of novel
- Resources for further research
- Supplemental Notes

## Unit Resources

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Use Lists and attach Documents.

- Background information on mental retardation
- Flowers for Algernon movie

