

# Honors: The Glass Castle (LAL II)

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

## Unit Overview

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Students will read this novel independently.

Students will examine the memoir *The Glass Castle* by Jeanette Walls as a nonfiction piece of literature. 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

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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

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

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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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**

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Students will consider...

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

## **Application of Knowledge and Skill**

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

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Students will know...

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

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

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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 issues addressed in the memoir

## Academic Vocabulary

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- Homelessness
- Neglect
- Child Abuse
- Alcoholism

## Learning Goal

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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

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SWBAT:

- Identify elements of a memoir
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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.9-10.5

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).

## Objective 2 - Levels 3 and 4

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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.

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LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
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.9-10.9	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.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.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**

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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**

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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 based on the text and/or current event issues related to the text.
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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.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.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.SL.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.
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.

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**Objective 4 - Level 4**

SWBAT:

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

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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.9-10.6	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	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.
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

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- Comprehension Quizzes
- End of novel test
- Tests

## 21st Century Life and Careers

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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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- Class Discussion
- Comprehension Questions
- Peer and self assessments
- Reading Quizzes
- Small Group Discussion
- Teacher Observation
- Think-pair-share

## **Accommodations/Modifications**

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- Access to accurate notes (guided notes, study guides, etc.)
- Enrichment: class debate on societal issues
- Enrichment: Teacher provided opportunity for further study
- Modify length of work
- Present new vocabulary visually
- Supplemental Materials
- Use and/or access of audio book
- Video Interviews

## **Interdisciplinary Connections**

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- 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	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
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.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.

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**

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