

# English 11 POR

Content Area: **Language Arts**  
Course(s): **English 11 POR**  
Time Period: **One Academic Year**  
Status: **Not Published**

## **Statement of Purpose**

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The attached English curriculum is intended for eleventh grade Special Education students enrolled in a Pull Out Resource classroom setting. Students will begin the curriculum with a unit that focuses on reinforcing necessary skills with a specific focus on literary devices, building upon what was learned in English 10 POR. Students will then apply these skills in future units as they analyze various text types including novels, short stories, drama, nonfiction, and poetry. In addition to honing students' analytical skills with reading, the curriculum also focuses on writing skills. Students will use RACE and the writing process to produce short writing responses throughout, as well as complete larger written assessments such as a formal research paper, narrative writing, and a synthesis essay.

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# Unit 1 - Reinforcing Skills Through Literary Text

Content Area: **Language Arts**  
Course(s): **English 11 POR**  
Time Period: **Academic Year**  
Length: **5-6 weeks**  
Status: **Not Published**

## Summary of the Unit

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In this unit, students will study literary text, specifically short stories, to reinforce skills necessary to be successful in the English classroom. Students will review the literary elements/devices of plot through the use of a plot diagram, conflict, perspective, characterization, how to make inferences, theme, mood, and tone. An emphasis will also be placed on reading strategies such as: using textual evidence, questioning the text, determining the importance of the text, inferring meaning, and identifying the meaning of words and how they are used (including figurative and connotative meanings). Additionally, students will utilize the writing process of prewriting, drafting, revising, editing, and publishing to produce a fictional narrative piece as well as use the RACE (restate, answer, cite, explain) method to respond to text-based questions.

## Enduring Understandings

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- Close reading, text-rooted responses, identifying literary elements/devices, determining plot and theme, analyzing for mood and tone, making inferences, utilizing the writing process and RACE method, formatting dialogue; the skills taught in this unit form a foundation for later units.

## Essential Questions

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- What are the strategies that readers use to connect to and understand text? What can a reader do if he/she does not understand the text?
- How do readers reflect and respond?
- Why is it important to utilize the writing process? Why is RACE a valuable writing response strategy?
- How do authors use literary elements/devices to enhance their writing? How do they contribute to purpose and audience?

## Summative Assessment and/or Summative Criteria

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- Narrative Task: Students will select one of the stories from the unit and create an alternate ending to the story or rewrite it from the perspective of another character. Narratives should follow the author's original style and tone.
- Final project: Students can create their own creative representation of a story from the unit. Ideas may include a board game surrounding the themes or conflict of the story, a dramatic interpretation of the story acted out in front of the class, or a comic strip depicting the plot/conflict of the story.

## Resources

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McGraw Hill StudySync Grade 11 Online Platform and Textbook

Short Stories:

- "Lamb to the Slaughter" by Roald Dahl
- "The Monkey's Paw" by WW Jacobs
- "The Necklace" by Guy De Maupassant
- "The Open Window" by Saki

Poetry:

- "Letter to Someone Living Fifty Years From Now" by Matthew Olzmann

Media:

- "Partly Cloudy (Pixar Short)
- "For the Birds (Pixar Short)
- "The Case of the Vanishing Honeybees" (TedEd)

## Unit Plan

Topic/Selection on Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Introduction (2-3 days)	1. Determine two or more central ideas of a text and analyze their development and how they interact; provide an objective summary of the text	1. Review short story elements and devices including: setting, mood, tone, plot, exposition, rising action, climax, falling action, resolution, flashback, foreshadowing, protagonist, antagonist, conflict, narrator (1st, 2nd, and 3rd person), theme, and inference.  2. View Pixar shorts to practice short story terms. Complete a graphic organizer identifying plot elements. Pixar shorts suggested: "For the Birds" and "Partly Cloudy."	1. Use Kahoot to review terms  2. Formative assessment or classroom observation to evaluate students' comprehension of short story terms.	RL.CI.11-12 .2  RL.IT.11-12 .3
"Lamb to the Slaughter" by Roald Dahl (1 week)	1. Accurately cite strong and thorough textual evidence  2. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone  3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	1. Teach mini-lesson on how to annotate a text (Circle unfamiliar words; underline important sentences/ phrases; bracket several lines/ paragraphs; write a question mark for confusing passages, highlight, take notes).  2. Read aloud "Lamb to the Slaughter," and encourage students to make at least three annotations while reading. When finished, give students a few minutes to look over the short story again and make any additional annotations. Have students elaborate on what they annotated and why. Class discussion on content, guide students to make additional annotations.  3. Complete a plot diagram, identifying the exposition, rising action, climax, falling action, and resolution of the story.  4. Complete a graphic organizer to analyze setting (identify sights, sounds, smells, and other sensations). In a written response, analyze how the setting contributes to the mood of the story.	1. Classroom observations  2. Students will complete guided reading questions while reading each short story.  3. Respond to a critical thinking question using the RACE method.	RL.CR.11-1 2.1  RL.IT.11-12 .3  L.VI.11-12. 4.C  L.VI.11-12. 4.D  RL.TS.11-1 2.4  RL.PP.11-12 .5  W.AW.11-1 2.1

		<p>5. Teach mini-lesson on three types of irony: situational, verbal, and dramatic. Complete a graphic organizer identifying examples of each type of irony in the story.</p> <p>6. Review the RACE strategy (Restate, Answer, Cite, Explain). Students will use the RACE method to answer the following critical thinking question: How does the use of irony in “Lamb to the Slaughter” affect the story’s tone?</p>		
<p>“The Necklace” by Guy De Maupassant  (1 week)</p>	<p>1. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis</p> <p>2. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences</p>	<p>1. Read the story, “The Necklace,” and answer comprehension questions to assess understanding.</p> <p>2. Teach mini-lesson on theme. Provide students with two themes from the story: Greed for material possessions makes for a disappointing life and appearances are often different from reality. Students will find quotes from the story to support each theme and compose a written response explaining how the theme is shown in the story.</p> <p>3. Teach mini-lesson on narrative writing: review dialogue and perspective in preparation for the narrative writing task.</p> <p>4. Narrative writing task: choose a part of the story, “The Necklace,” and retell it from the point of view of Mathilde’s husband. Provide students with pre-writing questions or an outline to help guide their writing.</p>	<p>1. Students will complete guided reading questions while reading each short story.</p> <p>2. Theme analysis activity</p> <p>3. Narrative writing task</p>	<p>RL.CR.11-1 2.1</p> <p>RL.CI.11-12 .2</p> <p>W.NW.11-1 2.3</p> <p>W.WP.11-12 .4</p>
<p>“The Monkey’s Paw” by WW Jacobs  (3-4 days)</p>	<p>1. Accurately cite strong and thorough textual evidence</p> <p>2. Determine the meaning of words and phrases as they</p>	<p>1. Read the story, “The Monkey’s Paw” and answer comprehension questions to assess understanding.</p> <p>2. Teach mini-lesson on cause &amp; effect. Students will identify the three wishes and the effect each wish has on the characters.</p>	<p>1. Students will complete guided reading questions while reading each short story.</p>	<p>RL.CR.11-1 2.1</p> <p>L.VI.11-12. 4.C</p> <p>L.VI.11-12. 4.D</p>

	are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices and how it influences the mood of the story	3. Teach mini-lesson on mood. Mood analysis assignment: students will identify the mood in the beginning, middle, and end of the story to examine how the mood changes.	2. Mood assignment	
<p>“The Open Window” by Saki</p> <p>(1 week)</p>	<p>1. Accurately cite strong and thorough textual evidence</p> <p>2. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences</p>	<p>1. Read the story, “The Open Window” and answer comprehension questions to assess understanding.</p> <p>2. Teach mini-lesson on what elements we analyze for characterization (appearance, speech, actions/thoughts, what others say/think about the character).</p> <p>3. Complete a characterization chart for Vera and Mr. Nuttel.</p> <p>4. Narrative writing: Imagine that you are Mr. Nuttel and you have just bolted out of the Sappleton’s home after your frightening encounter. Write a letter to your sister who gave you the letter of introduction for this home.</p>	<p>1. Students will complete guided reading questions while reading each short story.</p> <p>2. Characterization chart</p> <p>3. Narrative writing task</p>	<p>RL.CR.11-1 2.1</p> <p>RL.IT.11-12 .3</p> <p>RL.TS.11-1 2.4</p> <p>RL.PP.11-12 .5</p> <p>W.NW.11-1 2.3</p> <p>W.WP.11-12 .4</p>
<p>Short Story Project</p> <p>(3-4 days)</p>	<p>1. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed</p> <p>2. Produce clear and coherent writing in which the development, organization and style are appropriate to</p>	<p>1. Students can create their own creative representation of a story from the unit. Ideas may include a board game surrounding the themes or conflict of the story, a dramatic interpretation of the story acted out in front of the class, or a comic strip depicting the plot/conflict of the story.</p>	<p>1. Short story project</p>	<p>RL.CR.11-1 2.1</p> <p>RL.CI.11-12 .2</p> <p>RL.IT.11-12 .3</p> <p>RL.TS.11-1 2.4</p> <p>SL.PI.11-12. 4</p> <p>SL.UM.11-1 2.5</p>

	task, purpose and audience			
<p>“Letter to Someone Living Fifty Years From Now” by Matthew Olzmann</p> <p>(1 week)</p>	<p>1. Accurately cite strong and thorough textual evidence</p> <p>2. Conduct short as well as more sustained research projects to answer a 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.</p>	<p>1. View TedEd video “<a href="#">The Case of the Vanishing Honeybees.</a>” Discuss: Why are bees so important to the environment? What is the impact of having fewer bees in the environment?</p> <p>2. Read the poem, “Letter to Someone Living Fifty Years From Now” by Matthew Olzmann. While reading, students should make annotations identifying how the author’s use of imagery, tone, and perspective address the impact of climate change on future generations.</p> <p>3. Mini research project: students will conduct research on current climate change impacts and projections, choosing at least 2 reputable sources. While researching, students should focus on the current state of climate change, its effects on the environment, and projections for future climate scenarios. Students will summarize their research in either a presentation or a short essay, including an overview of research topics, key findings, and how these findings relate to the themes and imagery in Olzmann’s poem.</p>	<p>1. “Letter to Someone Living Fifty Years From Now” annotations</p> <p>2. Mini research project</p>	<p>SL.PE.11–1 2.1</p> <p>SL.ES.11–1 2.3</p> <p>RL.CR.11–1 2.1</p> <p>RI.CT.11–1 2.8</p> <p>W.WR.11–1 2.5</p> <p>SL.UM.11– 12.5</p>

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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*Consistent with individual plans, when appropriate.*

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

## **Suggested Technological Innovations/Use**

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StudySync Platform

Guided reading questions may be complete using Google Docs.

Google Docs may be utilized for narrative writing task.

The comic strip option for the final assessment may be done using StoryBoard.

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## **Cross Curricular/21st Century Connections**

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9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

# Unit 2 - Literature Exploring Societal Issues

Content Area: **Language Arts**  
Course(s): **English 11 POR**  
Time Period: **Academic Year**  
Length: **9-10 weeks**  
Status: **Not Published**

## Summary of the Unit

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The focus of this unit is to explore societal issues such as mass hysteria, the individual versus society, false values, and intense betrayal - all themes that remain relevant today. During this unit, students will read Arthur Miller's *The Crucible*, as well as various other fiction and non-fiction texts. This unit will begin by looking at what Puritan life was like, and what legacy they have left us as modern Americans. With that being said, we will focus on the parallels between the Salem witch trials, the McCarthy hearings, and modern witch hunts that exist today. Throughout this unit, an emphasis will be placed on reading strategies such as: using textual evidence, questioning the text, determining the importance of the text, inferring meaning, and identifying the meaning of words and how they are used (including figurative and connotative meanings). Additionally, students will utilize the writing process of prewriting, drafting, revising, editing, and publishing to produce a research essay as well as use the RACE (restate, answer, cite, explain) method to respond to text-based questions.

## Enduring Understandings

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- Perspective is relative and changes based on the individual, and can greatly affect the point of view, tone, and mood of a story.
- People often have false values, which even if they are in the minority, can greatly impact the lives of the majority through hypocrisy, prejudice, and injustice.

## Essential Questions

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- How would a change in perspective affect the perception of plot development and reader interpretation? How can the false values of a minority impact the majority?
- What causes people to betray those they care about?

## Summative Assessment and/or Summative Criteria

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- Escape Room (final assessment): evaluates students' knowledge on characters, literary devices, allegory, and theme.
- Research essay: students will research an example of mass hysteria from history and compose a research essay, integrating evidence from their research.

## Resources

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McGraw Hill StudySync Grade 11 Online Platform and Textbook

Fiction/Drama:

- *The Crucible* by Arthur Miller

Non-fiction:

- "City Upon a Hill" by John Winthrop (excerpt)
- "Sinners in the Hands of an Angry God" by Jonathan Edwards
- "How to Spot a Witch" by Adam Goodheart
- CommonLit - "Puritan Laws and Character" by Henry William Elson
- CommonLit - "The Salem (and other) Witch Hunts" by Mike Kubic

Poetry:

- "To My Dear and Loving Husband" by Anne Bradstreet



## Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Introduction to Puritan Culture (2-3 days)	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	1. Students will complete Learning Stations about Puritan culture. Stations include the Puritan code of ethics, “City Upon a Hill” sermon excerpt, and informational texts about witchcraft, theocracy, and theology. At each station, students will answer questions and discuss concepts within their groups (see OnCourse for resources). (as an alternative, teachers can create a pre-reading webquest and allow students to research Puritan life and the Salem Witch Trials as an introduction activity)  2. To further students’ understanding of the Puritan way of life, read and annotate CommonLit article, “Puritan Laws and Character.” Students will answer questions to demonstrate understanding.	1. Stations activity or alternative pre-reading lesson  2. Guided reading questions for CommonLit article	RI.CR.11-12.1
“Sinners in the Hands of an Angry God” By Jonathan Edwards (2 days)	1. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.  2. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh,	1. Students will complete a pre-reading journal: <ul style="list-style-type: none"> <li>Jonathan Edwards described God as one who “holds you over the pit of hell, much as one holds a spider, or some loathsome insect over the fire.” What does this tell us about the Puritans’ relationship with God? How would you feel if this were preached to you?</li> </ul> 2. The class will read an excerpt of “Sinners in the Hands of an Angry God” aloud. During and after reading, students will draw images that come to mind and write their feelings and thoughts on the sermon.	1. Guided reading questions  2. Informal observations during class discussions	W.RW.11-12.7  RL.CR.11-12.1  L.VI.11-12.4.C  L.VI.11-12.4.D

	<p>engaging, or beautiful.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>3. Students will answer questions to evaluate tone, imagery, word choice, and main idea.</p>		
<p>Allegory and McCarthyism (3-4 days)</p>	<p>1. Conduct short as well as more sustained research projects to answer a 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.</p>	<p>1. Define allegory and provide examples.</p> <p>2. Students will complete a webquest to learn about McCarthyism (see Oncourse for resources). Throughout the webquest, students will learn about the Red Scare, McCarthyism, Blacklisting, Arthur Miller, and hysteria. This will help students make connections between the Salem Witch Trials and McCarthyism while reading <i>The Crucible</i>.</p>	<p>1. Class discussions</p> <p>2. McCarthyism webquest</p>	<p>W.WR.11-12.5</p> <p>RI.CR.11-12.1</p>
<p><i>The Crucible</i> Act One (1 week)</p>	<p>1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>	<p>1. Read Act One of <i>The Crucible</i> aloud. Assign students different parts to read/act out. While reading, students will complete questions to assess comprehension.</p> <p>2. Throughout reading, provide students with journal prompts to practice reflective writing. Students will practice making text-to-self and text-to-world connections (see Oncourse for journal prompt list).</p> <p>3. Complete a close-read analysis of the Abigail/Proctor scene. Have students independently re-read the scene and complete annotations. Students should focus on stage direction to gain a better understanding of the conflict between these two characters. Class discussion on content,</p>	<p>1. Guided reading questions</p> <p>2. Journal prompts</p> <p>3. Close-reading analysis</p> <p>4. Act 1 Learning Stations</p> <p>5. Hysteria blame chart</p> <p>6. Informal observations during class discussions</p>	<p>RL.CR.11-12.1</p> <p>RL.CI.11-12.2</p> <p>RL.IT.11-12.3</p> <p>L.VI.11-12.4.C</p> <p>L.VI.11-12.4.D</p> <p>RL.TS.11-12.4</p> <p>W.AW.11-12.1</p> <p>W.WP.11-12.4</p> <p>W.RW.11-12.7</p>

		<p>guide students to make additional annotations.</p> <p>4. After reading Act 1, students will complete Act 1 Learning Stations (see OnCourse for resources). Each task has a short excerpt from the play or written description of the station's topic and accompanying questions to help students analyze the text. Topics include conflict, McCarthyism comparison, Puritanism, and fear.</p> <p>5. After reading Act 1, students will analyze the characters and events by completing a “Hysteria Blame Chart.” Students will determine which characters are to blame for the hysteria in Salem by creating a pie chart to assign blame to each character. Students will then provide a written explanation to support each character's percentage of blame, citing textual evidence for support.</p>		
<p><i>The Crucible</i> Act Two (1 week)</p>	<p>1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Demonstrate knowledge of and reflect on eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>1. Read Act Two of <i>The Crucible</i> aloud. Assign students different parts to read/act out. While reading, students will complete questions to assess comprehension.</p> <p>2. Complete a close-read analysis of John and Elizabeth’s conversation at the beginning of Act 2. Place students in small groups, giving each group a different section of the scene. Each group should read the section, discuss, annotate, and analyze the dialogue and stage directions to better understand how Elizabeth and John Proctor feel toward each other. Each group will discuss their annotations with the class.</p> <p>3. Students will read Anne Bradstreet’s poem “To My Dear and Loving Husband” and answer questions regarding metaphors and Puritan marriage</p>	<p>1. Guided reading questions</p> <p>2. Close-reading analysis</p> <p>3. Response to a critical thinking question using the RACE method</p> <p>4. Diary/journal entry</p> <p>5. Informal observations during class discussions</p>	<p>RL.CR.11-12.1</p> <p>RL.CI.11-12.2</p> <p>RL.IT.11-12.3</p> <p>L.VI.11-12.4.C</p> <p>L.VI.11-12.4.D</p> <p>RL.TS.11-12.4</p> <p>RL.CT.11-12.8</p> <p>W.AW.11-12.1</p> <p>W.IW.11-12.2</p> <p>W.WP.11-12.4</p>

	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</p>	<p>ideals. Discussion questions: How does Anne’s portrayal of marriage conflict with traditional Puritan marriage? How does this poem compare to the marriages we see in <i>The Crucible</i>?</p> <p>4. Read and annotate the scene where Hale questions John Proctor to evaluate irony. Students will identify the type of irony and answer the following question using the RACE method:</p> <ul style="list-style-type: none"> <li>• What is Miller’s purpose in including the irony in this scene?</li> </ul> <p>5. After reading Act Two, students will create a diary/journal entry from the point of view of one significant character in Act 2, with the following requirements: must reveal the personal feelings and motives of the character, must reveal the character’s relationships with at least 2 other characters, must describe the major events of Act 2, and must include a prediction for future events in the play.</p>		<p>W.RW.11–12.7</p>
<p><i>The Crucible</i> Act Three (1 week)</p>	<p>1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>	<p>1. Read Act Three of <i>The Crucible</i> aloud. Assign students different parts to read/act out. While reading, students will complete questions to assess comprehension.</p> <p>2. Complete a close-read analysis of the scene when Proctor confesses to the affair. Have students independently re-read the scene and complete annotations. Next, have students answer questions to identify how John Proctor has changed throughout the play and identify his emotions and internal conflicts.</p> <p>3. Analyze Adam Goodheart’s article, “How to Spot a Witch.” Ask the following questions:</p> <ul style="list-style-type: none"> <li>• What group were mostly the witch hunters?</li> </ul>	<p>1. Guided reading questions</p> <p>2, Close-reading analysis</p> <p>3. Respond to a critical thinking question using the RACE method.</p> <p>4. Act 3 Learning Stations</p> <p>5. Informal observations during class discussions</p>	<p>RL.CR.11-12.1</p> <p>RL.CI.11-12.2</p> <p>RL.IT.11-12.3</p> <p>L.VI.11-12.4.C</p> <p>L.VI.11-12.4.D</p> <p>RL.TS.11-12.4</p> <p>RI.CR.11-12.1</p> <p>RI.TS.11-12.4</p> <p>RI.PP.11-12.5</p>

		<ul style="list-style-type: none"> <li>• What group was mostly hunted?</li> <li>• How does perspective play a role in the witch hunt?</li> <li>• What prejudices or biases are at the heart of the matter?</li> <li>• What are some modern day witch hunts that still exist?</li> </ul> <p>4. After reading Act 3, students will answer the following question using the RACE method:</p> <ul style="list-style-type: none"> <li>• Why did Reverend Hale quit the court at the end of Act 3? Provide textual evidence to support your answer.</li> </ul> <p>5. After reading Act 3, students will complete Act 3 Learning Stations (see OnCourse for resources). Each station includes questions to assess comprehension of Act 3 and requires students to analyze different aspects of the play. Topics include power structure in Salem, author's choice, character analysis, dramatic structure, and irony.</p>		<p>W.AW.11-12.1</p> <p>W.RW.11-12.7</p>
<p><i>The Crucible</i></p> <p>Act Four</p> <p>(1 week)</p>	<p>1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Demonstrate understanding of characters, literary devices, allegory, and themes from <i>The Crucible</i>.</p>	<p>1. Read Act Four of <i>The Crucible</i> aloud. Assign students different parts to read/act out. While reading, students will complete questions to assess comprehension.</p> <p>2. After reading Act Four, students will complete an escape room activity as a summative assessment (see OnCourse for resources). Escape room evaluates students' knowledge on the following: characters, literary devices, allegory, and theme. (as an alternative, teachers can assign a unit test as the summative assessment)</p>	<p>1. Guided reading questions</p> <p>2. Informal observations during class discussions</p> <p>3. Summative assessment: escape room</p>	<p>RL.CR.11-12.1</p> <p>RL.CI.11-12.2</p> <p>RL.IT.11-12.3</p> <p>L.VI.11-12.4.C</p> <p>L.VI.11-12.4.D</p> <p>RL.TS.11-12.4</p>
<p>Research Essay:</p>	<p>Produce clear and coherent writing in</p>	<p>1. Introduce and explain research assignment: students will</p>	<p>Research essay</p>	<p>RI.CR.11-12.1</p>

<p>Mass Hysteria (3-4 weeks)</p>	<p>which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA), focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>research an example of mass hysteria in history and compose a 5-paragraph research essay.</p> <p>2. As an introduction to other famous witch hunts from history, students will read and annotate the CommonLit article, “The Salem (and other) Witch Hunts.” Students will answer questions to demonstrate understanding.</p> <p>3. Teach a mini-lesson on library databases. Guide students on how to search for a topic and how to save articles. Provide students time to read and annotate articles in class.</p> <p>4. Teach a mini-lesson on reliable sources. Show students how to tell if a website or source is reliable.</p> <p>5. Teach a mini-lesson on MLA format (include information on in-text citations and works cited).</p> <p>6. Teach mini-lesson on introduction paragraphs, including how to write a hook and thesis statement.</p> <p>7. Teach mini-lesson on how to integrate evidence into the body paragraphs of an essay, including introducing quotes and in-text citations.</p> <p>8. Teach mini-lesson on conclusion paragraphs.</p> <p>9. Allow students to peer-edit each other's work, paying attention to spelling/grammar mistakes, accuracy of information, and correct MLA format.</p>	<p>Guided reading questions for CommonLit article</p>	<p>L.SS.11–12.1 L.KL.11–12.2 W.IW.11–12.2 W.WP.11–12.4 W.WR.11–12.5 W.SE.11–12.6 W.RW.11–12.7</p>	
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## **Suggested Modifications for Special Education, ELL and Gifted Students**

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*Consistent with individual plans, when appropriate.*

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

## **Suggested Technological Innovations/Use**

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StudySync Platform

McCarthyism webquest will be completed using Chromebooks.

Journal writing and guided reading questions may be complete using Google Docs.

Escape room can be completed digitally.

Research will be conducted using databases and the research essay should be typed using Google Docs.

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## **Cross Curricular/21st Century Connections**

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9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

# Unit 3 - Literary Study: The Roaring 20s

Content Area: **Language Arts**  
Course(s): **English 11 POR**  
Time Period: **Academic Year**  
Length: **10 weeks**  
Status: **Not Published**

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## Summary of the Unit

In this unit students will read works written and set during the 1920s including *The Great Gatsby* by F. Scott Fitzgerald and various poems and texts from the Harlem Renaissance. Students will read *The Great Gatsby* and works from the Harlem Renaissance concurrently and evaluate differences in authors' style; thematic elements; representations of race, gender, and socioeconomic status; and interrogate the significance of authentic identities in a modern context. An emphasis will also be placed on reading strategies such as: using textual evidence, questioning the text, determining the importance of the text, inferring meaning, and identifying the meaning of words and how they are used (including figurative and connotative meanings). Additionally, students will utilize the writing process of prewriting, drafting, revising, editing, and publishing to produce a synthesis essay.

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## Enduring Understandings

- Reading a wide range of literature, focusing on different cultures and genres, builds an understanding of the human experience during a specific time period.

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## Essential Questions

- How do authors from the same time period treat similar topics and themes?
- How do authors use literary elements/devices to enhance their writing? How do they contribute to purpose and audience?
- Is the American Dream attainable for all Americans?

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## Summative Assessment and/or Summative Criteria

- Students will have a choice to complete one of the following projects as a summative assessment:
  - Soundtrack: students will choose songs that they think would fit specific points in the novel. Students will analyze lyrics and provide a written explanation of why they chose each song.
  - Storyboard: students will create a storyboard mapping out important scenes from the novel and write a written explanation of why they chose each scene.
  - Poem/Song: students will write a poem or song about an event or one of the characters from the story. Poems should include poetic/literary devices.
  - Newspaper: students will create a newspaper for major events of the novel. Newspapers must include at least three from the following: a news story, a review, an editorial, a feature story, a commentary/editorial, a cartoon, and/or a profile piece.
- Synthesis Essay: In an essay that synthesizes *The Great Gatsby* and at least two additional sources for support, students define the American Dream and whether it is realistic for all Americans.

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## Resources

McGraw Hill StudySync Grade 11 Online Platform and Textbook

Fiction:

- *The Great Gatsby* by F. Scott Fitzgerald
- *Their Eyes Were Watching God* by Zora Neale Hurston (excerpt)

Poetry:

- "The Heart of a Woman" by Georgia Douglas Johnson
- "Harlem Night Club" by Langston Hughes
- "Youth" by Langston Hughes
- "America" by Claude McKay



Non-Fiction:

- CommonLit - “The Roaring 20s” by Mike Kubic
- Barack Obama’s 2004 Democratic Convention Speech
- “The Economy Is Changing And So Is The American Dream” by Jared Meyer
- “People of all ages define the American Dream the same way — but millennials take it one step further” by Hillary Hoffower

**Unit Plan**

Topic/Section Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
<p>Introduction: Research the 1920s  (4-5 days)</p>	<p>1. Conduct short as well as more sustained research projects to answer a 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.</p> <p>2. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>3. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>1. Place students into 4 groups for the introduction research project. Each group will be given a different topic to research about the 1920s including: organized crime, advancements in science and technology, The Harlem Renaissance, and the economic boom.</p> <p>2. Each group will research their topic and will create a slideshow to teach the class what they have learned.</p> <p>3. Read the article “The Roaring 20s” by Mike Kubic on CommonLit. Students will answer questions to analyze the text.</p>	<p>1. Introduction research project</p> <p>2. CommonLit article questions</p>	<p>RI.CR.11-12.1 SL.PE.11-12.1 SL.PI.11-12.4 SL.UM.11-12.5 SL.AS.11-12.6 W.WR.11-12.5 W.SE.11-12.6</p>
<p><i>The Great Gatsby</i> Ch. 1-3</p>	<p>1. Read closely to determine what the text says explicitly and to make logical</p>	<p>1. Read ch. 1-3 of <i>The Great Gatsby</i> aloud in class. While reading, students will complete</p>	<p>1. Guided reading questions</p>	<p>RL.CR.11-12.1 RL.CI.11-12.2</p>

<p>(2.5 weeks)</p>	<p>inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>3. Demonstrate knowledge of and reflect on eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>4. Demonstrate understanding of characters, literary devices, plot, and themes from <i>The Great Gatsby</i>.</p>	<p>questions to assess comprehension.</p> <p>2. Throughout reading, provide students with journal prompts to practice reflective writing. Students will practice making text-to-self and text-to-world connections.</p> <p>3. After chapter 1, complete “Novel Introduction Learning Stations.” Each station has an excerpt from the novel with important information pertaining to plot, setting, or characters. Students will respond to questions at each station to assess understanding. (See OnCourse for resources)</p> <p>4. After reading chapter 1, the class will read the poem “The Heart of a Woman” by Georgia Douglas Johnson. Students will compare/contrast this poem and <i>The Great Gatsby</i> and will explain how both texts capture feminist issues of the 1920s.</p> <p>5. After reading about the Valley of Ashes in the beginning of chapter 2, students will analyze the author's word choice by citing and explaining the strongest pieces of textual evidence that contribute to the dreary mood at the beginning of the chapter. Students will find 3 pieces of evidence from the text and will write a short response explaining how the evidence contributes to the mood.</p> <p>6. After reading chapter 2, the class will read the poem “Harlem Night Club” By Langston Hughes. Students will compare/contrast this poem and <i>The Great Gatsby</i> and will explain how both texts show the recklessness of the 1920s.</p> <p>7. After finishing chapters 1-3 of <i>The Great Gatsby</i>, students will complete an escape room as a</p>	<p>2. Journal prompts</p> <p>3. Novel Introduction</p> <p>4. Learning Stations</p> <p>5. Gatsby/Harlem Renaissance comparisons</p> <p>6. Ch. 2 Mood: written response</p> <p>7. Escape Room or alternative assessment</p> <p>8. Informal observations during class discussions</p>	<p>RL.IT.11-12.3</p> <p>RL.TS.11-12.4</p> <p>RL.PP.11-12.5</p> <p>RL.MF.11-12.6</p> <p>RL.CT.11-12.8</p> <p>L.VI.11-12.4.C</p> <p>L.VI.11-12.4.D</p> <p>W.IW.11-12.2</p> <p>W.WP.11-12.4</p> <p>W.RW.11-12.7</p> <p>SL.PE.11-12.1</p> <p>L.SS.11-12.1</p> <p>L.KL.11-12.2</p> <p>L.VL.11-12.3</p> <p>L.VI.11-12.4</p>
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		summative assessment. The escape room activity will assess students' knowledge of characters, plot, literary devices, and literary analysis (see OnCourse for resources). (as an alternative, teachers can assign a quiz as the assessment)		
<i>The Great Gatsby</i> Ch. 4-6 (2.5 weeks)	<p>1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>3. Demonstrate knowledge of and reflect on eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>1. Read ch. 4-6 of <i>The Great Gatsby</i> aloud in class. While reading, students will complete questions to assess comprehension.</p> <p>2. After reading chapter 4, students will complete learning stations. This activity requires students to closely examine key parts of the car ride conversation between Gatsby and Nick, during which Gatsby gives Nick his account of his background. Students must rate Nick's belief in Gatsby's account on a scale of 1-10 and justify their rating with textual evidence. Students will then rate if they believe what Gatsby said, supporting their opinion with textual evidence.</p> <p>3. After reading chapter 5, students will answer the following question using the RACE method:</p> <ul style="list-style-type: none"> <li>Why is Daisy crying over shirts? Is she really crying over shirts? Or is she "sad" about something else? Explain.</li> </ul> <p>4. After reading chapter 6, students will complete an Instagram activity to analyze characters. Students will be provided with excerpts that show key information about the main characters. Students will read each excerpt, think about the question, and then design an Instagram post that visually represents the answer to the question (see OnCourse for resources).</p>	<p>1. Guided reading questions</p> <p>2. Chapter 4 Learning Stations</p> <p>3. Response to a critical thinking question using the RACE method</p> <p>4. Instagram character analysis activity</p> <p>5. Informal observations during class discussions</p>	<p>RL.CR.11-12.1</p> <p>RL.CI.11-12.2</p> <p>RL.IT.11-12.3</p> <p>RL.TS.11-12.4</p> <p>RL.PP.11-12.5</p> <p>RL.MF.11-12.6</p> <p>RL.CT.11-12.8</p> <p>L.VI.11-12.4.C</p> <p>L.VI.11-12.4.D</p> <p>W.AW.11-12.1</p> <p>W.IW.11-12.2</p> <p>W.WP.11-12.4</p> <p>W.RW.11-12.7</p> <p>SL.PE.11-12.1</p> <p>L.SS.11-12.1</p> <p>L.KL.11-12.2</p> <p>L.VL.11-12.3</p> <p>L.VI.11-12.4</p>
<i>The Great</i>	1. Read closely to determine what the	1. Read ch. 7-9 of <i>The Great Gatsby</i> aloud in class. While	1. Guided reading questions	RL.CR.11-12.1

<p><i>Gatsby</i> Ch. 7-9  (2.5 weeks)</p>	<p>text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>3. Demonstrate knowledge of and reflect on eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>reading, students will complete questions to assess comprehension.</p> <p>2. Students will read and annotate chapter 7, paying close attention to mentions of the heat. Class discussion on annotations, guide students to make additional annotations. Students will use their annotations to answer the following question using RACE format:</p> <ul style="list-style-type: none"> <li>• What does the heat represent? Why is it fitting that it is almost the last day of the summer? Explain with textual evidence.</li> </ul> <p>3. After reading chapter 7, students will create a pie chart to visually represent which characters were responsible for Myrtle's death. For this activity, students will think about the various "sources" who are partially responsible for Myrtle's death. They will mathematically break down the blame in a pie chart, noting what percentage of guilt for which each source is responsible. Next, students will provide a written explanation for why each person is partially to blame.</p> <p>4. After reading chapter 7, the class will read the poem "Youth" By Langston Hughes. Students will compare/contrast this poem and <i>The Great Gatsby</i> and will explain how both texts use weather/ time of day to deepen meaning.</p> <p>5. After reading chapter 8, students will compose an elegy or eulogy about Gatsby from the perspective of Nick Carraway. Students will be required to explain Nick's complicated feelings towards Gatsby and imagine what he would have said during Gatsby's funeral.</p>	<p>2. Response to a critical thinking question using the RACE method</p> <p>3. Blame chart and written analysis</p> <p>4. Gatsby/Harlem Renaissance comparisons</p> <p>5. Gatsby eulogy/elegy assignment</p> <p>6. Informal observations during class discussions</p>	<p>RL.CI.11-12.2</p> <p>RL.IT.11-12.3</p> <p>RL.TS.11-12.4</p> <p>RL.PP.11-12.5</p> <p>RL.MF.11-12.6</p> <p>RL.CT.11-12.8</p> <p>L.VI.11-12.4.C</p> <p>L.VI.11-12.4.D</p> <p>W.AW.11-12.1</p> <p>W.IW.11-12.2</p> <p>W.WP.11-12.4</p> <p>W.RW.11-12.7</p> <p>SL.PE.11-12.1</p> <p>L.SS.11-12.1</p> <p>L.KL.11-12.2</p> <p>L.VL.11-12.3</p> <p>L.VI.11-12.4</p>	
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		6. After reading chapter 9, the class will read the opening lines of the poem “Their Eyes Were Watching God” By Zora Neale Hurston. Students will compare/contrast this poem and <i>The Great Gatsby</i> and will explain how both texts show a similar tone, topic, and theme.		
Final Assessment: Project Choice  (4-5 days)	1. Demonstrate understanding of characters, plot, and themes from <i>The Great Gatsby</i> .	1. Students will have a choice to complete one of the following projects as a summative assessment: <ul style="list-style-type: none"> <li>● Soundtrack: students will choose songs that they think would fit specific points in the novel. Students will analyze lyrics and provide a written explanation of why they chose each song.</li> <li>● Storyboard: students will create a storyboard mapping out important scenes from the novel and write a written explanation of why they chose each scene.</li> <li>● Poem/Song: students will write a poem or song about an event or one of the characters from the story. Poems should include poetic/literary devices.</li> <li>● Newspaper: students will create a newspaper for major events of the novel. Newspapers must include at least three from the following: a news story, a review, an editorial, a feature story, a commentary/editorial, a cartoon, and/or a profile piece.</li> </ul> 2. When finished, students will present their work to the class.	1. Final project	RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3 RL.TS.11-12.4 RL.PP.11-12.5 RL.MF.11-12.6 RL.CT.11-12.8 L.VI.11-12.4.C L.VI.11-12.4.D SL.PI.11-12.4
Synthesis Task  (3 days)	1. Produce clear and coherent writing in which the development, organization, and style are appropriate	1. Introduce and explain synthesis essay, providing students with an outline of how to structure a synthesis essay.	1. Synthesis essay	RI.CR.11-12.1 RI.MF.11-12.6 W.AW.11-12.1

	<p>to task, purpose, and audience.</p> <p>2. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>3. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>2. In an essay that synthesizes <i>The Great Gatsby</i> and at least two additional sources for support - define the American Dream and whether it is realistic for all Americans.</p> <p>Suggested sources:</p> <ul style="list-style-type: none"> <li>● Barack Obama’s 2004 Democratic Convention Speech</li> <li>● “The Economy Is Changing And So Is The American Dream” by Jared Meyer</li> <li>● “People of all ages define the American Dream the same way — but millennials take it one step further” by Hillary Hoffower</li> <li>● “America” by Claude McKay</li> </ul> <p>3. Students will have time in class to draft and revise essays.</p>		<p>W.WP.11–12.4</p> <p>W.RW.11–12.7</p> <p>L.SS.11–12.1</p> <p>L.VL.11–12.3</p>	
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## **Suggested Modifications for Special Education, ELL and Gifted Students**

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*Consistent with individual plans, when appropriate.*

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

## **Suggested Technological Innovations/Use**

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StudySync Platform

Introduction research projects will be completed using Chromebooks.

Journal writing and guided reading questions may be complete using Google Docs.

Escape room can be completed digitally.

Synthesis essay should be typed using Google Docs.

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## **Cross Curricular/21st Century Connections**

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9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

# Unit 4 - The Memoir: Exploring Human Experiences Through Real Life Stories

Content Area: **Language Arts**  
Course(s): **English 11 POR**  
Time Period: **Academic Year**  
Length: **7-8 weeks**  
Status: **Not Published**

## Summary of the Unit

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This unit will explore how authors use their own personal experiences to evoke feelings and experiences within their readers. This unit will examine the tone and purpose of these works and allow students to make connections to the text using their own personal experiences.

Students will be given the opportunity to make assumptions about “characters” based on their actions, thoughts, and motives. In addition, students will keep a “Reader’s Response” journal in which they will write on topics related to the texts read/discussed in class. At the end of the unit, students will write their own memoirs that contain a clear purpose, style and tone.

## Enduring Understandings

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- People are shaped by the experiences that they endure while growing up. Putting yourself in the shoes of another can help to better understand the world.
- People are often defined by their culture, beliefs, family, and other environmental aspects. People write about their struggles and/or experiences to bring awareness to other people.
- Writing can be used to make meaning of one’s own experience.

## Essential Questions

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- How do authors use tone to convey their feelings and experiences? What is an author’s purpose in writing about his/her life?
- Why and how are people defined by their culture, beliefs, family, and other aspects? How do life experiences affect people and mold who they become?

## Summative Assessment and/or Summative Criteria

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- Original Memoir: At the end of this unit, students will write their own memoirs that contain a clear purpose, style, and tone.

## Resources

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McGraw Hill StudySync Grade 11 Online Platform and Textbook

Non-fiction:

- *The Other Wes Moore* by Wes Moore
- *Obsessed: A Memoir of My Life with OCD* by Allison Britz
- *Funny in Farsi* by Firoozeh Dumas

Short stories:

- “Eleven” by Sandra Cisneros
- “The Jacket” by Gary Soto
- “Wildness is Everywhere” by Stephanie Jimenez



Poetry:

- “The Road Not Taken” by Robert Frost
- “Still I Rise” by Maya Angelou
- “If” by Rudyard Kipling

**Unit Plan**

Topic/Section Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Introduction (1 week)	<p>1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>3. Present information, findings, and supporting evidence, conveying a clear and distinct perspective and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>1. Students will complete a short webquest to learn about memoirs (see OnCourse for resources).</p> <p>2. Provide students with a list of common themes found in memoirs (abuse, travel, childhood, coming-of-age, death and dying, love and relationships, family, war, change, etc.) Students will then list a tone that they would expect to see with each topic.</p> <p>3. My Life Collage: Create a collage that contains words, images, quotes and phrases that convey your life and what shapes who you are today. Each part of the collage must have a brief explanation of its significance.</p>	<p>1. Memoir introduction webquest</p> <p>2. Theme activity</p> <p>3. My Life Collage</p>	<p>RI.CR.11-1 2.1</p> <p>W.IW.11-1 2.2</p> <p>W.WR.11-12.5</p> <p>W.RW.11-1 2.7</p> <p>SL.PE.11-1 2.1</p> <p>SL.PI.11-1 2.4</p>
Reading Short Memoirs (2-3 days)	<p>1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>1. Students will complete reading stations as an introduction to short memoir texts. At each station, students will read a different memoir and respond to the following: write a 1-sentence plot summary, note your observations, the theme of the story, how the author built the theme.</p>	<p>1. Short Memoir Stations Activity</p>	<p>SL.PE.11-1 2.1</p> <p>RI.CR.11-1 2.1</p> <p>RI.CI.11-1 2.2</p> <p>RI.IT.11-12 .3</p>

		Memoirs used for reading stations: <ul style="list-style-type: none"> <li>• “Eleven” by Sandra Cisneros</li> <li>• “The Jacket” by Gary Soto</li> <li>• “Wildness is Everywhere” by Stephanie Jimenez</li> </ul>		RI.TS.11–1 2.4  RI.PP.11–1 2.5  RI.MF.11–1 2.6
Memoir Literature Circles  (5-6 weeks)	<ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>2. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</li> <li>3. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</li> <li>4. 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</li> <li>5. Produce clear and coherent writing in</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher presentation for each novel: provide synopsis, novel reviews, and trailers. Allow for students to choose their book out of the three choices.             <ul style="list-style-type: none"> <li>• <i>The Other Wes Moore</i></li> <li>• <i>Obsessed: A Memoir of My Life with OCD</i></li> <li>• <i>Funny in Farsi</i></li> </ul> </li> <li>2. Time in class can be split between working in Literature Circles and independent reading. Reading checkpoints will be given throughout to keep the group on schedule. As students read independently, they will keep a reading log of annotations, summaries, and vocabulary terms.</li> <li>3. Once students have started reading their novels, move into Literature Circles to analyze tone. Use a “Tone Vocabulary List” and identify the tone of the memoir. Students should discuss why the author chose this tone, and how it affects the memoir.</li> <li>4. Within Literature Circles, students should frequently meet to discuss emerging conflicts and themes shown in their respective novels.</li> <li>5. Throughout reading, assign students the following journal prompts to complete independently. After responses have been written, students will meet with their Literature Circles to discuss:             <ul style="list-style-type: none"> <li>• What is the central idea discussed in your book?</li> <li>• What issues or ideas does the author explore?</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Guided reading questions</li> <li>2. Reading logs containing annotations, summaries, and vocabulary definitions</li> <li>3. Journal responses</li> <li>4. Close-reading responses</li> <li>5. Excerpt presentations</li> <li>6. Poem analysis and comparisons</li> <li>7. Song or poem activity</li> <li>8. Informal observations during class discussions</li> </ol>	RI.CR.11–1 2.1  RI.CI.11–1 2.2  RI.IT.11–12 .3  RI.TS.11–1 2.4  RI.PP.11–1 2.5  RI.MF.11–1 2.6  W.IW.11–1 2.2  W.RW.11–1 2.7  SL.PE.11–1 2.1  SL.PI.11–1 2.4  L.SS.11–12 .1  L.KL.11–1 2.2  L.VL.11–1 2.3  L.VI.11–12 .4  RL.CR.11–12.1  RL.CI.11–1 2.2

	<p>which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>7. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<ul style="list-style-type: none"> <li>● What did you learn from this writer that you could apply to your life?</li> <li>● Do the issues discussed in your novel affect your life?</li> <li>● Choose a quote from the chapter that represents it well. Explain how the quote represents its content.</li> <li>● Explain why this author wrote a memoir and the significance of the story it is telling.</li> <li>● How would you describe this author’s writing style? (For example, you can write about his/her tone, amount of description, or other elements of storytelling.)</li> <li>● What did the author do to keep your attention? (If the author failed to keep your attention, say why.)</li> <li>● What did the author do to get his/her theme or message across to you? (How was it gradually built across the chapter or story?)</li> <li>● Choose a quote from the chapter that is a great example of the author’s writing style, and explain why you chose it. (What about it makes it an example of his or her writing?)</li> <li>● Identify as many specific writing and/or grammar techniques as you can in your chapter. (For example: simile, metaphor, parallel structure, sentence types, etc.)</li> </ul> <p>6. Choose specific passages from each assigned novel for a close reading exercise. Students will work in their Literature Circles to annotate the four elements of</p>			
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		<p>style: diction, structure, syntax, and tone.</p> <p>7. While reading, Literature Circle groups will note their favorite excerpts from their respective novels. Every other week, allow for groups to present what is happening in their novels and read excerpts to the class.</p> <p>8. Towards the end of the book, read “The Road Not Taken” by Robert Frost, “Still I Rise” by Maya Angelou or “If” by Rudyard Kipling. Identify the meaning behind the poem and then compare it to the author of the memoir. This can be done through an open ended question, poster project or small group discussion (with guided questions).</p> <p>9. Select a song or poem that could be used to convey the lifestyle, ideas, or qualities of the author of the memoir. Highlight the parts of the poem/song that relate to the author and/or his/her life and then write a brief essay comparing the work and the author’s life.</p>			
<p>Writing an Original Memoir (1 week)</p>	<p>1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>1. Original Memoir: Select a time period or moment in your life that defines who you are today and write a 1 page (minimum) memoir. Memoirs must have a clear style, purpose and tone (see OnCourse for brainstorming list, writing prompts/sentence starters. and rubric).</p> <p>2. Students will have time in class to draft, revise, and peer edit memoirs.</p>	<p>1. Original memoir assignment</p>	<p>L.SS.11–12 .1</p> <p>W.IW.9–10. 2</p> <p>W.NW.9–1 0.3</p> <p>W.WP.9–10 .4</p> <p>W.RW.9–10 .7</p>	

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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*Consistent with individual plans, when appropriate.*

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

## **Suggested Technological Innovations/Use**

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StudySync Platform

Students will use Chromebooks to complete the memoir introduction webquest.

Reading journals can be done through Google Docs.

Students will use Chromebooks to type their original memoirs.

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## **Cross Curricular/21st Century Connections**

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9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.