



# SYRACUSE CITY SCHOOL DISTRICT

Grade 11 Quarter 03

## Researching Multiple Perspectives to Build a Position Oppression and Resilience: The Harlem Renaissance

*Reading Standards: RL.11.4, RL.11.5, RL.11.6, RL.11.7, RL.11.9*

*Reading for Information Standards: RI.11.6, RI.11.7, RI.11.8*

*Embedded Reading Standards: RL.11.1, RI.11.1, RL.11.2, RI.11.2, RL.11.3, RI.11.3*

*Embedded Writing Standards: W.11.2, W.11.6, W.11.7, W.11.8*

*Embedded Speaking and Listening Standards: SL.11.1 (a-d)*

### Unit Overview

This hybrid research unit requires students to engage in complex textual analysis. Through in-depth examination of a variety of literary and informational texts, students will develop a deeper understanding of a broader perspective as they pay particular attention to points of view and cultural influences that exist within the texts that they read. Students will build on the evidence collected from these texts in order to develop research projects/papers that examine and communicate ideas around a particular research question. Students will learn how to evaluate sources- how to distinguish a reliable source from a questionable one. As the unit transitions from reading to writing, students will learn to effectively select, organize, and analyze their content and choose words, information, structures, and formats deliberately. They will learn to find information that is relevant from reliable and authoritative sources and will become more adept at using advanced searches to find print and digital sources that answer their research question. They will learn how to integrate the information effectively, avoiding plagiarism and using a standard format for citation.

Concept 1	Concept 2	Concept 3	Concept 4
<p><b>Outcome(s):</b></p> <ul style="list-style-type: none"> <li>• Readers determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</li> <li>• Readers will 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> </ul>	<p><b>Outcome(s):</b></p> <ul style="list-style-type: none"> <li>• Readers analyze how text structure contributes to the meaning and aesthetic impact of a text</li> </ul>	<p><b>Outcome(s):</b></p> <ul style="list-style-type: none"> <li>• Readers analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement)</li> <li>• Readers determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</li> </ul>	<p><b>Outcome (s):</b></p> <ul style="list-style-type: none"> <li>• Readers will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text</li> <li>• Readers will Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li> </ul>
<p><b>Teaching Points:</b> 3.7, 3.8, 3.9</p>	<p><b>Teaching Points:</b> 3.10, 3.11, 3.12</p>	<p><b>Teaching Points:</b> 3.14, 3.22</p>	<p><b>Teaching Points:</b> 3.15, 3.23</p>
<p><b>CCLS:</b> (RL.11.4)</p>	<p><b>CCLS:</b> (RL.11.5)</p>	<p><b>CCLS:</b> (RL.11.6, RI.11.6)</p>	<p><b>CCLS:</b> (RL.11.7, RI.11.7)</p>
<p><b>Embedded Writing Assessment#1</b> Choose a few words in a text and analyze the impact the words have on meaning and or tone. Use text based details in your response.</p>	<p><b>Embedded Writing Assessment #2</b> Examine the structure of a text and determine how it contributes to the overall meaning. Use text based details in your response.</p>	<p><b>Embedded Writing Assessment #3</b> Identify examples of powerful rhetoric in a text and explain the impact it has on the text. Use text based details in your response.</p>	<p><b>Embedded Writing Assessment #4</b> Examine a scene or topic that is portrayed using different mediums and explain the different perspectives. Use text based details in your response.</p>

CCLS	Coded Standard	Concept Elaboration	Assessment Questions
RL.11.1, RL.11.2, RL.11.3	<p>The following standards are embedded within the unit:</p> <p>RL.11.1: 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.</p> <p>RL.11.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>RL.11.1:</p> <ul style="list-style-type: none"> <li>• Cite textual evidence</li> <li>• Identify explicit details</li> <li>• Draw inferences</li> </ul> <p>RL.11.2:</p> <ul style="list-style-type: none"> <li>• Identify multiple themes</li> <li>• Analyze complex thematic situations</li> <li>• Synthesize themes within one text</li> <li>• Understand the inter-relationship between multiple themes</li> <li>• Track the development of multiple themes</li> <li>• Distinguish between analysis and summary</li> </ul> <p>RL.11.3:</p> <ul style="list-style-type: none"> <li>• Identify the setting of a story or drama.</li> <li>• Identify how the action is ordered.</li> <li>• Analyze the characters.</li> <li>• Identify characterization in text.</li> <li>• Analyze the impact of the author's choices regarding the work as a whole.</li> <li>• Make inferences about theme or author's purpose.</li> </ul>	<p>*Please note:</p> <p>The research project will take the place of the assessment for this unit.</p>
RL.11.4	<p>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. (Include Shakespeare as well as other authors.)</p>	<ul style="list-style-type: none"> <li>• Determine the meanings of words or phrases in the text</li> <li>• Distinguish the difference between figurative and connotative language.</li> <li>• Identify and analyze tone.</li> <li>• Determine how word choice affects the author's tone.</li> <li>• Analyze the impact of word choice on meaning and tone</li> <li>• Analyze interrelationships among text elements, situations, events, or ideas</li> <li>• Use context clues to determine meaning and describe text features</li> </ul>	<p>*Please note:</p> <p>The research project will take the place of the assessment for this unit.</p>

RL.11.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<ul style="list-style-type: none"> <li>• Identify how specific genres are designed to support the structure.</li> <li>• Understand the impact and effect of different resolutions.</li> <li>• Understand that texts have multiple emotional layers and impacts on readers.</li> <li>• Make inferences about theme and author's purposes</li> <li>• Analyze the interrelationships of the parts to the overall text</li> <li>• Describe textual features</li> </ul>	*Please note: The research project will take the place of the assessment for this unit.
RL.11.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<ul style="list-style-type: none"> <li>• Identify and differentiate between varying points of view in a text.</li> <li>• Examine what the author states directly and his underlying meaning</li> </ul>	*Please note: The research project will take the place of the assessment for this unit.
RL.11.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.	<ul style="list-style-type: none"> <li>• Examine a scene or topic that is portrayed using different mediums to evaluate perspective.</li> <li>• Develop an understanding of how authors portray the same culture differently.</li> </ul>	*Please note: The research project will take the place of the assessment for this unit.
RL.11.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<ul style="list-style-type: none"> <li>• Examine works of literature dealing with the same time period and explain how similar themes are portrayed and developed.</li> </ul>	*Please note: The research project will take the place of the assessment for this unit.
RI.11.1, RI.11.2, RI.11.3	The following standards are embedded within the unit: RI.11.1: 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. a. Develop factual, interpretive, and evaluative questions for further exploration of	RI.11.1 <ul style="list-style-type: none"> <li>• Cite the evidence</li> <li>• Examine key ideas and details</li> <li>• Allow for multiple or alternate interpretations</li> <li>• Analyze what the text says explicitly</li> <li>• Understand that explicit evidence leads to inference.</li> <li>• Create a list of questions</li> </ul>	*Please note: The research project will take the place of the assessment for this unit.

	<p>the topic(s).</p> <p>RI.11.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11.3: 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>	<ul style="list-style-type: none"> <li>• Categorize the questions</li> </ul> <p>RI.11.2</p> <ul style="list-style-type: none"> <li>• Objectively summarize the text</li> <li>• Identify and articulate the central ideas of a text</li> <li>• Track the development of multiple central ideas</li> <li>• Analyze main ideas and how they interact and build on one another</li> </ul> <p>RI.11.3</p> <ul style="list-style-type: none"> <li>• Determine how the development of the plot impacts character development</li> </ul>	
RI.11.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	<ul style="list-style-type: none"> <li>• Identify varying points of view</li> <li>• Evaluate the use of rhetoric within a text</li> <li>• Analyze the effectiveness of rhetoric</li> </ul>	<p>*Please note:</p> <p>The research project will take the place of the assessment for this unit.</p>
RI.11.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	<ul style="list-style-type: none"> <li>• Examine multiple sources of information presented in varying format</li> <li>• Use the information to support a claim</li> </ul>	<p>*Please note:</p> <p>The research project will take the place of the assessment for this unit.</p>
RI.11.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	<ul style="list-style-type: none"> <li>• Delineate the reasoning in the text</li> <li>• Evaluate the reasoning in seminal U.S. texts</li> <li>• Distinguish the different types of seminal texts</li> <li>• Map and evaluate the use of constitutional principles and legal reasoning, where present</li> <li>• Identify and evaluate premises, purposes, and arguments in public advocacy documents.</li> </ul>	<p>*Please note:</p> <p>The research project will take the place of the assessment for this unit.</p>

### Embedded Writing Standards:

**W.11.2:** 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.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

a. Explore topics dealing with different cultures and world viewpoints.

**W.11.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**W.11.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

### Embedded Speaking and Listening Standards:

**SL.11.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others; ideas and expressing their own clearly and persuasively.**

**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.

**b.** Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

**c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL.11.3:** 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.

**Embedded Language Standards:**

**L.11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexible from a range of strategies.**

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.)

**L.11.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

**L.11.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

\*Language Standards/Vocabulary Strategies Resources: [click here](#)

Assessment Links	Rubrics and Scoring Guide Links
Unit Assessment – Research Project	Unit Assessment Rubric – N/A

Recommended Literary Texts	Recommended Informational Texts
<p><b>Novel:</b>  <u>Native Son</u> by Richard Wright</p> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• Poetry of the Harlem Renaissance: <a href="#">click here</a></li> </ul> <p>“We Wear the Mask” by Paul Laurence Dunbar            “Good Morning” by Langston Hughes            “A Dream Deferred” by Langston Hughes            “The Harlem Dancer” by Claude McKay</p> <p><b>Music:</b>  <b>Music Inspired by <i>Native Son</i></b> <a href="#">click here</a>            “Papa Was a Rolling Stone” The Temptations (Motown, 1994)            “Fight the Power” Public Enemy (Def Jam, 1990)</p>	<p><u>Harlem Stomp!: A Cultural History Of The Harlem Renaissance</u> by Laban Carrick Hill</p> <p><a href="#">A Brief Guide to the Harlem Renaissance</a></p> <p><a href="#">Race Relations in 1930s and 1940s</a></p> <p><a href="#">Communism in the 1930s</a></p> <p><a href="#">A History of Jazz Music</a></p> <p>The Harlem Renaissance <a href="#">click here</a></p> <p>Harlem Renaissance: Multimedia resource: <a href="#">click here</a></p> <p>Biographies of the Harlem Renaissance: <a href="#">click here</a></p>

"One" Creed (Wind Up, 1997)	<a href="#">The Crisis Magazine</a> (founded in 1910 by W. E. B. Du Bois) <a href="#">click here</a>
	<b>Literary Criticism:</b> <i>Notes of a Native Son</i> (Everybody's Protest Novel) by James Baldwin: <a href="#">click here</a>

Big Ideas		Essential Questions	
<ul style="list-style-type: none"> <li>The time period in which a work of literature was written influences the writing.</li> <li>Works of literature are often portrayed in various ways through different mediums.</li> </ul>		<ul style="list-style-type: none"> <li>What connections can be made to research (informational texts) while reading a work of fiction?</li> </ul>	
Vocabulary		Anchor Charts	
portrayal implications influence rhetoric explicit inferred	ethos logos pathos tone figurative language impact structure	Habits of Highly Effective Readers Historical Charts (relating to the text) Rhetoric	

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Supports and Scaffolds	Instructional Resources & Tools	Writing Unit Connection(s)
<b>The following standards are embedded within the unit:</b>  RL.11.1 Readers cite textual evidence to support their analysis of a text both explicitly and implied.	3.1 Readers demonstrate an understanding of explicit and inferred meaning by citing strong and thorough textual evidence.	<b>Possible Activity:</b> <i>Written:</i> <ul style="list-style-type: none"> <li><u>Annotate</u>: Students will annotate a text for both explicit vocabulary and inferred meanings.</li> </ul>	<i>Strategies to Help Readers Make Meaning through Inferences:</i> <a href="#">click here</a>	<i>Teach Like a Champion:</i> <u>49 Techniques that Put Students on the Path to College</u> by Doug Lemov	<u>Connection to Writing Unit 4:</u> Incorporate articles/research provided in Writing Unit 4 into lessons.  *Students can begin to gather information for the writing/unit research paper/presentation.
	3.2 Determine multiple themes by objectively summarizing key points of a text.	<b>Possible Activity:</b> <i>Visual:</i> <ul style="list-style-type: none"> <li><u>Graphic Organizer</u>: Students identify two themes in a work and provide textual evidence to support these themes from throughout the literary work.</li> </ul>			



Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Supports and Scaffolds	Instructional Resources & Tools	Writing Unit Connection(s)
RL.11.2 Readers trace the development of two themes in a literary work.  Readers analyze the interaction of multiple themes in a literary work.  Reader objectively summarizes a literary work.	3.3 Trace the development of themes throughout a text by evaluating how events impact the work.  3.4 Analyze multiple themes in a text by examining the interaction throughout the text.	<b>Possible Activity:</b> <i>Visual:</i> <ul style="list-style-type: none"> <li><u>Venn Diagram:</u> Students will compare and contrast two themes, using textual evidence to provide examples of the use of each theme.</li> </ul>	How to determine and analyze theme(s): <a href="#">click here</a>	Techniques to Identify Theme(s): <a href="#">click here</a>	<u>Connection to Writing Unit 4:</u> Incorporate articles/research provided in Writing Unit 4 into lessons.  *Students can begin to gather information for the writing/unit research paper/presentation.
RL.11.3  Readers analyze the impact of the author's choices and relate elements of a story or drama.  <b>Embedded Speaking &amp; Listening Standards: SL.11.1a-d</b>	3.5 Evaluate the structure of a story or drama by identifying the author's choices in setting, action and character development.  3.6 Analyze how the author develops characters by tracing how literary devices enhance the reader's understanding of a character's actions.	<b>Possible Activity:</b> <i>Visual:</i> <ul style="list-style-type: none"> <li><u>Characterization Poster:</u> In small groups students will be assigned a character from the literature they are working on. Each group will assign the character four traits and use both textual evidence and visual images to show how the author has developed that character trait.</li> </ul>	Literary Analysis Guides: <a href="#">click here</a>	Website for Instructional Resources, Games, Strategies, Graphic Organizers for High School ELA teachers: <a href="#">click here</a>	<u>Connection to Writing Unit 4:</u> Incorporate articles/research provided in Writing Unit 4 into lessons.  *Students can begin to gather information for the writing/unit research paper/presentation.

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Supports and Scaffolds	Instructional Resources & Tools	Writing Unit Connection(s)
RL.11.4  Readers determine the literal, figurative, and connotative meaning of words and phrases as they are used in a text.  Readers analyze the impact of specific word choices on meaning and tone, including language that is particularly notable.  <b>Embedded Language Standards:</b> <b>L.11.4,</b> <b>L.11.5,</b> <b>L.11.6</b>	3.7 Distinguish between figurative and connotative meanings by providing examples of words with multiple meanings.	<ul style="list-style-type: none"> <li><u>Ticket Out The Door:</u> Each student will be assigned a different 'tone word'. Students must write a short paragraph using their assigned tone.</li> </ul>	Meaning of Words-- Denotation, Connotation, & Figurative Language Power Point: <a href="#">click here</a>	<i>Strategies to Engage the mind of the Learner</i> by Rachel Billmeyer  Meaning and Tone Table (Pg. 74) <a href="#">click here</a>  Vocabulary in Context Table/Graphic Organizer (pg. 73) <a href="#">click here</a>  Literacy Strategies for Vocabulary found in: <i>Strategies to Engage the Mind of the Learner</i> by Rachel Billmeyer	<u>Connection to Writing Unit 4:</u> Incorporate articles/research provided in Writing Unit 4 into lessons.  *Students can begin to gather information for the writing/unit research paper/presentation.
	3.8 Analyze the impact of specific word choice on meaning in a text by breaking down the tone in a text using specific words that support a chosen tone.	<b>Possible Activity:</b> <i>Written:</i> <ul style="list-style-type: none"> <li><u>DIN:</u> Identify the literary devices tone and mood.</li> </ul>			
	3.9 Examine how word choice (words with multiple meanings) adds meaning to a text by looking at distinctive language and how it impacts the text and the reader's perception.	<b>Possible Activity:</b> <i>Discussion:</i> <ul style="list-style-type: none"> <li><u>Snippet:</u> Each student will identify a small 'snippet' of text from the literary work they are studying. This snippet should be 1-3 sentences. The students should then write down their chosen snippet, the page number, the context of the snippet, and an explanation of why they chose the snippet. Within their explanation students should identify specific words/language that</li> </ul>	Teacher models identifying a snippet and analyzing the language.	Close Reading: <a href="#">click here</a>	

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Supports and Scaffolds	Instructional Resources & Tools	Writing Unit Connection(s)
		<p>applied to them and why.</p> <p><u>Discussion:</u></p> <ul style="list-style-type: none"> <li>Socratic Seminar to discuss snippets</li> </ul>			
RL.11.5  Readers differentiate the narrative structure of a short story, a play, and a novel.  Readers analyze how literary elements add meaning to a text.  Readers determine the aesthetic impact of a work.  <b>Embedded Speaking &amp; Listening Standards: SL.11.1a-d</b>	3.10 Identify the structure of a text by determining the dominant features.	<p><b>Possible Activity:</b></p> <p><u>Annotate:</u></p> <ul style="list-style-type: none"> <li>Students will highlight and annotate the various text structures of a work (i.e. beginning, ending, flashbacks, foreshadowing, omniscient POV vs. limited POV, etc.)</li> </ul>	Divide the text into its different components and have students identify them using a word bank of the various text structures.	Color Marking: <a href="#">click here</a>	<p><u>Connection to Writing Unit 4:</u> Incorporate articles/research provided in Writing Unit 4 into lessons.</p> <p>*Students can begin to gather information for the writing/unit research paper/presentation.</p>
	3.11 Analyze the author's choices and their effect of literary devices on the overall meaning of a work.	<p><b>Possible Activity:</b></p> <p><u>Whole class discussion:</u></p> <ul style="list-style-type: none"> <li>Class discusses literary devices and student annotations.</li> </ul>		<a href="#">Literary Analysis</a>	
	3.12 Analyze the author's choice in language and structure and what effect that has on the reader's interpretation and understanding.	<p><b>Possible Activity:</b></p> <p><u>Prediction Quick-Write:</u></p> <ul style="list-style-type: none"> <li>Readers should use inferences based on prior reading in a text to predict how the text will end. After making their prediction, readers should state what supported their prediction.</li> </ul>		<i>Inferences &amp; Predictions:</i> <a href="#">click here</a>	
	3.13 Describe how comedic and tragic resolutions impact an overall work.			<i>Literary Theory (Resolutions):</i> <a href="#">click here</a>	
RL.11.6  Readers analyze point of view to distinguish implied	3.14 Identify word choice in a text that directly impacts tone.	<p><b>Possible Activity:</b></p> <p><u>Quick write:</u></p> <ul style="list-style-type: none"> <li>Each student should choose a specific tone from a provided list.</li> </ul>		Tone & Purpose: <a href="#">Click here</a>	<u>Connection to Writing Unit 4:</u> Incorporate articles/research provided in Writing Unit 4 into lessons.

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Supports and Scaffolds	Instructional Resources & Tools	Writing Unit Connection(s)
meaning from what is directly stated in a text. (satire, sarcasm, irony, understatement)		Write a 10 sentence story using the chosen tone. When story is complete, students should highlight the specific words they used to generate the tone they chose.			*Students can begin to gather information for the writing/unit research paper/presentation.
RL.11.7  Readers analyze multiple versions of a literary work.	3.15 Evaluate the effectiveness of multiple versions of a literary work.	<b>Possible Activity:</b> <u>Film Review:</u> <ul style="list-style-type: none"> <li>After reading and viewing one version of a literary work, students should write a review addressing accuracy of the movie version as compared to the literature. Would you have used the same cast? If not, why? Were any significant scenes deleted? What would you have added to make the movie more accurate or entertaining?</li> </ul>		Comparing a Literary Work to Its Film Interpretation: <a href="#">click here</a>	<u>Connection to Writing Unit 4:</u> Incorporate articles/research provided in Writing Unit 4 into lessons.  *Students can begin to gather information for the writing/unit research paper/presentation.
RL.11.9  Readers demonstrate knowledge of early American Literature (18 <sup>th</sup> , 19 <sup>th</sup> , and early 20 <sup>th</sup> century).  Readers analyze	3.16 Identify a common theme in two texts from the same time period.	<b>Possible Activity:</b> <u>Blind Write:</u> <ul style="list-style-type: none"> <li>Using an unfamiliar passage from the same time period as the literary work students are studying, students should identify a common theme that is</li> </ul>			<u>Connection to Writing Unit 4:</u> Incorporate articles/research provided in Writing Unit 4 into lessons.  *Students can begin to gather information for the writing/unit research

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how two or more texts from the same time period portray the same topic or theme.	3.17 Analyze how a common theme is portrayed in multiple texts.	represented in both works. Students should then write an analytical paragraph exploring the use of their identified theme in both works. This paragraph should include textual evidence from both works that supports a chosen theme. (3.16-3.17)		Comparing and Contrasting Themes: <a href="#">click here</a>	paper/presentation.
<p>The following standards are embedded within the unit: RI.11.1 Readers quote from the text to support facts and ideas. Readers create a list of different types of questions.</p> <p>RI.11.2 Readers analyze main ideas and how they interact and build on one another.</p> <p>RI.11.3 Readers analyze a complex set of ideas or events by focusing on the interaction and development of specifics.</p>	3.18 Demonstrate understanding of explicit and inferred meaning by citing strong and thorough textual evidence.	<p><b>Possible Activity:</b> <u>Formative Assessment:</u></p> <ul style="list-style-type: none"> <li>Create a T-chart contrasting the explicit and central arguments presented with the implied meanings and arguments of the text.</li> </ul>	Provide one explicit and one implicit argument as a model in the T-chart.	Developing Higher Order Questions: <a href="#">click here</a>	<p><u>Connection to Writing Unit 4:</u> Incorporate articles/research provided in Writing Unit 4 into lessons.</p> <p>*Students can begin to gather information for the writing/unit research paper/presentation.</p>
	3.19 Explore topics further by developing factual, interpretive and evaluative questions.	<p><b>Possible Activity:</b> <u>Exploring Higher Level Questions:</u></p> <ul style="list-style-type: none"> <li>Each student should be provided Bloom's Question Stems. Students should generate one question for each of Bloom's levels. Then, in small groups students should pose their questions and discuss answers with their classmates.</li> </ul>		Common Core Teaching and Learning Strategies: Reading Informational Text 6-12 <a href="#">click here</a>	
	3.20 Analyze main ideas by tracking their development and interaction.		Provide a skeleton outline of each central argument and supporting evidence. Guide students through the questions using question stems such as: "When the author states _____ it makes me wonder about _____."	Strategies for Reading Expository Texts: <a href="#">click here</a>	
	3.21 Focus on the interaction and development of specific individuals, ideas or events.				

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RI.11.6 Readers analyze rhetoric in order to determine the author's point of view or purpose in a text.	3.22 Determine what type of persuasive language an author has used to analyze style and content.	<p><b>Possible Activities:</b></p> <p><u>DIN:</u></p> <ul style="list-style-type: none"> <li>Identify the following: Ethos, Pathos, and Logos. (following a lesson on ethos pathos and logos)</li> <li>Highlight and annotate a text for ethos, pathos, logos.</li> </ul>		Understanding and Using Ethos, Logos and Pathos: <a href="#">click here</a>  Common Core Teaching and Learning Strategies: Reading Informational Text 6-12 <a href="#">click here</a>	<p><u>Connection to Writing Unit 4:</u> Incorporate articles/research provided in Writing Unit 4 into lessons.</p> <p>*Students can begin to gather information for the writing/unit research paper/presentation..</p>
RI.11.7  Readers evaluate multiple sources (literary and media) in order to address a question or solve a problem.	3.23 Address questions and problems using different forms of media to find answers.	<p><b>Possible Activities:</b></p> <p><u>Self-Generated Question:</u></p> <ul style="list-style-type: none"> <li>While reading a work of literature, students should be asked to generate a question that explores something they are interested in that is relevant to the literary work. For example, while reading <u>A Lesson Before Dying</u> students might wonder, What were the Jim Crow Laws?</li> <li>Students should then be provided library and internet time to explore and record their findings on their self-generated question. Teachers can determine the length and depth of this project and how the findings will be presented.</li> </ul>		Common Core Teaching and Learning Strategies: Reading Informational Text 6-12 <a href="#">click here</a>	<p><u>Connection to Writing Unit 4:</u> Incorporate articles/research provided in Writing Unit 4 into lessons.</p> <p>*Students can begin to gather information for the writing/unit research paper/presentation.</p>

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Supports and Scaffolds	Instructional Resources & Tools	Writing Unit Connection(s)
RI.11.8 Readers delineate and evaluate the reasoning in fundamental U.S. texts. Readers delineate and evaluate the application of constitutional principles and use of legal reasoning in fundamental U.S. texts. Readers delineate and evaluate the premises, purposes and arguments in works of public advocacy.  <b>Embedded Speaking &amp; Listening Standards: SL.11.1a-d</b>	3.24 Delineate and evaluate the reasoning in the seminal U.S. text.	<b>Possible Activity:</b> <u>Cooperative Learning:</u> <ul style="list-style-type: none"> <li>In small groups, using a U.S seminal text, students should summarize, evaluate and analyze reasoning and rhetoric in their assigned chunk. (3,24 – 3.26)</li> </ul>		List of U.S. Seminal Documents: <a href="#">click here</a>	<u>Connection to Writing Unit 4:</u> Incorporate articles/research provided in Writing Unit 4 into lessons.  *Students can begin to gather information for the writing/unit research paper/presentation.
	3.25 Map and evaluate the use of constitutional principles and legal reasoning, where present in the seminal texts.			How to Conduct a Close Read: <a href="#">click here</a>	
	3.26 Identify and evaluate the premises, purposes and arguments in works of public advocacy.				