

The Novel – Coming of Age/Self-Discovery

Grade 10A-Unit 1

This unit, the first of four, focuses on the novel as a literary form and explores the unifying themes of Coming of Age/Self-Discovery in classic literature. Process writing includes the genres of personal narrative and argument/opinion.

OVERVIEW

Students apply the knowledge of literary elements explored in previous grades to a novel. They discuss the similarities and differences between how those elements are developed in nonfiction, in drama, and in novels. Literary devices are highlighted, with particular attention paid to the themes of coming of age and self-discovery. Informational texts illuminate the historical context of the novel.

Unit Length: 6 weeks

MAJOR MINIMUMS OVERVIEW

The major minimums are English Department “non-negotiables.” The activities listed below are essential components of 10A Unit 1 curriculum at Alpena Public Schools. You will see them placed in the appropriate section throughout the Unit; they are also listed here as an introductory overview.

Continual Literacy Practices	Reading Literature	Reading Informational	Writing	Language	Speaking and Listening
Draw inferences and conclusions Analyze conflicting source documents Solve complex problems with no answers Support arguments with evidence	One novel—choose from listed texts in Unit	Analyze 4 informational articles	Launching the Writer’s Notebook: Poetry—selected lessons (Narrative)	Teach all academic vocabulary listed	
			Literary Essay Writing About Fiction: Time, Place, and the Individual (Argument/Opinion)		

CONTINUAL LITERACY PRACTICES

The importance of keeping literacy instruction focused on fundamental, higher level practices will increase student achievement. The literacy practices below should be constantly evident in the instruction of all 9th grade ELA classrooms.

1. Draw inferences and conclusions
2. Analyze conflicting source documents
3. Solve complex problems with no answers
4. Support arguments with evidence

FOCUS STANDARDS OVERVIEW

These Focus Standards have been selected for the unit from the Common Core State Standards. Each set of focus standards is also embedded within the document in order to make reference easier.

Reading Literature/Informational:

- Identify the textual evidence that most strongly supports explicit and inferred meanings {RI.9-10.1}
- Determines theme and summarize text {RL.9-10.2} {RI.9-10.2}
- Determines central idea of a text and explains how it is supported; summarizes text without including personal opinion {RI.9-10.2}
- Analyzes character and how they develop and interact with other characters over course of text {RL.9-10.3}
- Analyzes how an author presents a series of ideas or events and the connections that are drawn between them {RI.9-10.3}
- Determines the meaning of words and phrases; including figurative, connotative, and technical language {RL.9-10.4/RI.9-10.4}
- Analyzes an author's point of view (considering rhetoric or cultural perspective){RL.9-10.6, RI.9-10.6}
- Analyzes various accounts of a subject in different mediums and determine which details are emphasized {RI.9-10.7}
- Analyzes seminal U.S. Documents of literary significance for theme and concepts {RI.9-10.9}
- Reads and comprehends a range of levels and text complexities {RL.9-10.10; RI.9-10.10}

Writing:

- Writes an argumentative/opinion piece with an introduction, a stated claim, opposing claims, developed reasons to support both claims and counterclaims, words/phrases/clauses for cohesion between reasons, formal style, and conclusion {W.9-10.1}
- Writes a narrative to develop real or imagined experiences which engages and orients the reader, uses narrative techniques, establishes precise words and phrases, and develops a conclusion {W.9-10.3}
- Produces clear and coherent writing appropriate to task, purpose, audience {W.9-10.4}
- Strengthens writing as needed by planning, revising and editing {W.9-10.5}
- Draws evidence from literary or informational text to support analysis, reflection, and research {W.9-10.9}
- Writes routinely over set time frame for a specific purpose {W.9-10.10}

Language:

- Uses parallel structure and various phrases to convey meaning in writing or presentations {L.9-10.1}
- Demonstrates the following conventions: semicolon, colon to introduce a list or quotation, correct spelling {L.9-10.2}
- Uses the appropriate language for context {L.9-10.3}
- Determines meaning of unknown words based on context, word-patterns, and using reference materials {L.9-10.4}

Speaking/Listening:

- Initiates and participates effectively and collaboratively by coming to discussions prepared, working with peers to set rules, posing and responding to questions, and respond thoughtfully {SL.9-10.1}

[Common Core State Standards, ELA](#) (1.5 MB) (follow link electronically)

READING LITERATURE/INFORMATIONAL

(E) Indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars. Teachers may choose texts beyond the scope listed below; however, chosen texts should represent text complexity levels appropriate for 10th grade readers. When choosing informational text to accompany literature please keep in mind that the two types of text should somehow relate to one another (i.e. theme, historic context for literature, etc.).

LITERARY TEXTS: (CHOOSE ONE NOVEL)

Novels

- *A Gathering of Old Men* (Ernest Gaines)
- *Lord of the Flies* (William Golding)
- *A Separate Peace* (John Knowles)
- *Fahrenheit 451* (Ray Bradbury)
- *Black Boy* (Richard Wright) (E)

INFORMATIONAL TEXTS: (CHOOSE 4 ARTICLES/TEXTS)

Articles <http://kellygallagher.org/resources/articles.html> (follow link electronically)

Essays

- "In Search of Our Mothers' Gardens" (Alice Walker) (EA) (to accompany *The Color Purple*)

Non-fiction

- *Brother, Can You Spare a Dime? The Great Depression of 1929 - 1933* (Milton Melzer)
- *Only Yesterday* (Frederick Lewis Allen) (excerpts, e.g., chapters XII-XIV)

Speeches

- First Inaugural Speech, March 4, 1933 (Franklin D. Roosevelt)

ART, MUSIC, AND MEDIA:

Art

- "America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945" (Library of Congress)
- Selected photographs by Dorothea Lange, taken for the Farm Security Administration (Library of Congress)

Film

- Robert Mulligan, dir., *To Kill A Mockingbird* (1962)
- Peter Brook, dir., *Lord of the Flies* (1963)
- Volker Schlöndorff, dir., *A Gathering of Old Men* (1991)
- Larry Peerce, dir., *A Separate Peace* (1972)

CCSS Focus Standards for Reading Literature/Informational

- Identifies the textual evidence that most strongly supports explicit and inferred meanings {RI.9-10.1}
- Determines theme and summarize text {RL.9-10.2} {RI.9-10.2}
- Determines central idea of a text and explains how it is supported; summarizes text without including personal opinion {RI.9-10.2}
- Analyzes character and how they develop and interact with other characters over course of text {RL.9-10.3}
- Analyzes how an author presents a series of ideas or events and the connections that are drawn between them {RI.9-10.3}
- Determines the meaning of words and phrases; including figurative, connotative, and technical language {RL.9-10.4/RI.9-10.4}
- Analyzes an author’s point of view (considering rhetoric or cultural perspective){RL.9-10.6, RI.9-10.6}
- Analyzes various accounts of a subject in different mediums and determine which details are emphasized {RI.9-10.7}
- Analyzes seminal U.S. Documents of literary significance for theme and concepts {RI.9-10.9}
- Reads and comprehends a range of levels and text complexities {RL.9-10.10; RI.9-10.10}

WRITING

The following Targeted Writing Project Units are required for all 10th grade students. Please use the calendar dates listed below in order to maintain continuity in the department.

Unit Title	Trimester	
	Start	End
Launching the Writer’s Notebook: Poetry (2 weeks) <i>Narrative Writing</i>	Week 1	Week 3

Unit Title	Trimester	
	Start	End
Literary Essay: Writing About Fiction: Time, Place, and the Individual (3 weeks) <i>Argument/Opinion Writing</i>	Week 4	Week 7

CCSS Focus Standards for Writing

- Writes an argumentative/opinion piece with an introduction, a stated claim, opposing claims, developed reasons to support both claims and counterclaims, words/phrases/clauses for cohesion between reasons, formal style, and conclusion {W.9-10.1}
- Writes a narrative to develop real or imagined experiences which engages and orients the reader, uses narrative techniques, establishes precise words and phrases, and develops a conclusion {W.9-10.3}
- Produces clear and coherent writing appropriate to task, purpose, audience {W.9-10.4}
- Strengthens writing as needed by planning, revising and editing {W.9-10.5}
- Draws evidence from literary or informational text to support analysis, reflection, and research {W.9-10.9}
- Writes routinely over set time frame for a specific purpose {W.9-10.10}

LANGUAGE/SPEAKING/LISTENING

All 10th grade students should be taught the academic vocabulary terms below.

Academic Vocabulary

Literature

- Antagonist
- Characterization
- Characters: major and minor
- Conflict
- Extended metaphor
- Motif
- Parallel plots
- Protagonist
- Setting
- Theme

Language (intended to be taught in this order)

- Commas
- Parallel structure
- Colons and semicolons
- Apostrophes
- Fragments, fused and run-on sentences
- Verbs and verb forms

CCSS Focus Standards for Language/Speaking/Listening

Language:

- Uses parallel structure and various phrases to convey meaning in writing or presentations {L.9-10.1}
- Demonstrates the following conventions: semicolon, colon to introduce a list or quotation, correct spelling {L.9-10.2}
- Uses the appropriate language for context {L.9-10.3}
- Determines meaning of unknown words based on context, word-patterns, and using reference materials {L.9-10.4}

Speaking/Listening:

- Initiates and participates effectively and collaboratively by coming to discussions prepared, working with peers to set rules, posing and responding to questions, and respond thoughtfully {SL.9-10.1}

SAMPLE ACTIVITIES AND ASSESSMENTS

The following activities are sample activities based on the higher expectations of the CCSS. None of the activities below are required; however, they are here to provide samples of the higher level work which is expected with the shift to the CCSS.

Language Mechanics

Review commas with adjectives in a series and subordinate clauses. Select a newspaper or magazine article and highlight all the commas that are used in a series or for subordinate clauses. (L.9-10.1, L.9-10.2) See Scoring Rubric.

Art, Argument Writing, Oral Presentation

Present several photographs of a particular setting from a particular time period and compare them to the description of the setting in the novel we read in class. Explain which rendering is more vivid to you and why. State your thesis clearly and include at least three pieces of evidence to support it. Your teacher may ask you to record your presentation as a podcast for publication on the class web page. (RL.9-10.4, SL.9-10.2, SL.9-10.5)

Film, Opinion Writing Response, Oral Presentation

Describe whether the film version of the novel read for class is faithful to the novel. Cite evidence for why or why not, explaining why you think the film's director chose to omit or emphasize certain events. State your thesis clearly and include at least three pieces of evidence to support your thesis. (RL.9-10.7, SL.9-10.2, SL.9-10.4, SL.9-10.6)

Reading Response

Select a quotation from one of the characters in the novel studied in class and write an informative/explanatory reader response that explains what the quotation reveals about the theme of honor in the book. State your thesis clearly and include at least one piece of evidence to support it. Your teacher may give you the opportunity to post your first draft on a shared online document and receive feedback from classmates before publication. (RL.9-10.1, RL.9-10.2, RL.9-10.3)

Speaking and Listening

Seminar: Is the main character of the novel we read a reliable narrator? Why or why not? Be sure to include at least three reasons or illustrative examples from the text to support your thesis. (RL.9-10.3, SL.9-10.1, SL.9-10.3)

Scoring Rubric for Seminar

Language Usage

Parts of Speech/Grammar Review

- Verbs: transitive and intransitive (action, linking), helping
- Parallel structure
- Comma usage

Select three paragraphs from the novel. In one paragraph, highlight each verb and describe what kind of verb it is—transitive or intransitive. (If transitive, identify the direct object.) In the next two paragraphs, circle all commas and explain the usage. (L.9-10.1, L.9-10.3)

Art, Informative Writing

Select a documentary photograph from the Library of Congress's Farm Security Administration-Office of War Information Collection (FSA-OWI) website. In a well-developed response, explain how the image helps illuminate your understanding of life in the setting/time period of the novel we read. State your thesis clearly and include at least three pieces of evidence to support it. (RI.9-10.7, W.9-10.2)

Reading Literature, Performance

Select a descriptive passage from the novel studied and recite it from memory. The passage should take one minute to recite. Include an introduction that states:

- The title and author of the book
- Why the book is significant
- How the passage exemplifies one of the book's themes (RL.9-10.2, SL.9-10.4)

Reading Literature, Speaking and Listening

Seminar: Is there a character in the novel that could be considered a hero, or was he/she just doing what was expected? Be sure to include at least three reasons or illustrative examples from the text to support your thesis. (RL.9-10.2, SL.9-10.1, SL.9-10.4, SL.9-10.6)

ADDITIONAL RESOURCES

- *Famous American Trials: "The Scottsboro Boys" Trials (1931-1937)* (University of Missouri-Kansas School of Law)
(Note: This website contains both primary and secondary source accounts of the trial.)
- *American Life Histories: Manuscripts from Federal Writers Project* (The Library of Congress)
- *St. Louis Federal Reserve Resources and References for The Great Depression*
- *The History of Jim Crow* (JimCrowHistory.org) (RI.9-10.2)
- *To Kill a Mockingbird and the Scottsboro Boys Trial: Profiles in Courage* (National Endowment for the Humanities) (RI.9-10.7, RI.9-10.8)
- *Harper Lee's To Kill a Mockingbird: Profiles in Courage* (National Endowment for the Humanities.) (RL.9-10.2, RL.9-10.3)