



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*American Literature*

<b>Unit title</b>	<i>American Experiences through Complex Characters</i>	<b>Unit duration</b>	<i>7 weeks</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GA DoE Standards**

**Priority Standards:**

Literary:

**RL3-** 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).

Writing:

**W3-** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Supporting Standards:**

Literary

- RL 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.
- RL2-** Determine two or more themes or central ideas of 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.
- RL7-** 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 as well as one play by an American

**RL10-** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.

Informational:

**RI 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.

**RI10:** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the Range. By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.

Writing: W4,W9,W6

**W4-** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W6-** 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.

**W9-** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language:

**L1-** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L2-** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L3-** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L4-** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

Speaking and Listening:

**SL1-** 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.

**Learning Targets:**

Students will be able to determine multiple themes or central ideas of a literary text.

Students will be able to determine two or more themes or central ideas over the course of a text, including how they interact and build on one another to produce a more complex account.

Students will be able to provide an objective summary of a piece of literature.

Students will be able to analyze the impact of the author’s choices regarding how to develop and relate elements of a text.

## Essential Questions

1. How do complex characters help to develop a plot or theme?

### Assessment Tasks

*List of common formative and summative assessments.*

#### **Formative Assessment(s):**

##### **Common Formative Assessment(s):**

1. Character Development Chart (Students will track the development of a chosen character throughout the text)
2. Theme Interaction Chart
3. Constructed Response for Individual Theme Development
4. Narrative Writing from Excerpts
5. Grammar supports - Dialogue and detail through NoRedInk

**Priority GSE Standards Addressed:** RL2, RL3

**Supporting GSE Standards Addressed:** RL1, RL2, RL5, L1, L2, L4

#### **Summative Assessment(s):**

1. Narrative Extended Response

**Prompt:** Lorraine Hasberry wrote the story in the style of a play. How would the authorial choices change if it was written as prose? Randomized options for assessment:

- a. Rewrite the excerpt from the perspective of another character. Ensure that the new narrator's perspective is included in the point of view of the narration.
- b. Rewrite the ending of the play from the standpoint that Walter's gamble with the family's money had succeeded. How does this adjustment in conflict impact his relationship with other characters and the development of the plot.

-Text-based assessment focusing on identifying key details and vocabulary in context along with choice text-based constructed response options

2. Objective Summary on chosen short story (ies)

**Priority GSE Standards Addressed:** W1, W3, RL2, RL3

### **Learning Experiences**

Add additional rows as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p><b>Knowledge; Remembering; Understanding; Application DOK 2</b></p>	<ol style="list-style-type: none"> <li>1. Teachers will introduce <i>A Raisin in the Sun</i> using an anticipation guide and introduction powerpoint.</li> <li>2. Teachers will explore the concept of the American Dream with students, connecting it with the American Philosophy from Unit 2. Students will complete a discussion of their ideal of the American Dream.</li> <li>3. Teachers will facilitate review of basic elements of a story (setting, plot, characters) and characterization (character types, traits, and motivations) from previous units and previous learning.</li> <li>4. Teachers will conduct a recall mini lesson on theme (what is a theme? How are themes constructed within a text? How do we differentiate between main idea and theme?)</li> <li>5. Students will read a short text and identify both the main idea and theme. Then, students will be provided a theme concept for an excerpt of the anchor text and will construct a full theme at the end of reading and find evidence to support their full theme.</li> <li>6. Students will read anchor text to track a single theme over the course of the text.</li> <li>7. Teachers will discuss authorial choices and how they lead to the development of a plot and conflict, and how this development helps to develop a theme.</li> <li>8. Students will find evidence of the development of the plot and/or conflict and connect it to the development of a single theme.</li> <li>9. Students will be given a list of theme concepts to help development multiple themes throughout the text.</li> </ol>	<p>Direct Instruction Concept Mapping Cooperative Learning Preview Vocabulary</p>
<p><b>Application and Analysis DOK 3</b></p>	<ol style="list-style-type: none"> <li>1. Teachers will provide a mini-lesson on objective vs subjective. Students will practice identifying differences between objective and subjective accounts of a text (PLC Co-constructed accounts).</li> <li>2. Students will work with collaborative partners to create objective summaries of short pieces of text from anchor text. Teachers will use student examples to facilitate a choral writing of an exemplar objective summary. Examples will be refined through intentional questioning.</li> <li>3. Students will use exemplar to construct objective summaries of the anchor text.</li> <li>4. Teachers will facilitate lessons on how characters are developed. Students will track a single character throughout an act, noting character decisions, interactions, relationships, and contributions to conflict.</li> </ol>	<p>Close Reading Choral WRiting Gradual Release Visual Anchor Charts for Annotations and Active Reading Chunking text</p>

	<ol style="list-style-type: none"> <li>5. Students will select an additional character to analyze and track throughout the remainder of the play.</li> <li>6. Students will write various constructed responses regarding how the characters are developed and refined over the course of the text, specifically in relation to character decisions, interactions, relationships, and contributions to conflict in order to formatively assess constructed response organization and ideas through evidence.</li> <li>7. Teachers will guide students through specific aspects of text to highlight indicators of character development, and contrast with how other characters might view the same act.</li> <li>8. Students will construct a concept chart of different scenes and interactions that involve multiple major, complex characters. Students will analyze a specific scene to determine how a changed point of view would affect the mood and tone of the scene, and possibly the interpretation of the text (Gradual release to first do this as a class, and then with a partner, and then independently for separate scenes).</li> <li>9. Students will look at the end of Act III and determine the factors that affect the conflict. The students will construct a pitch to rewrite the end of Act III as if it is the end of the play, and adjust the ending to reflect a different resolution of the conflict.</li> <li>10. Students will construct an in-class narrative that requires them to rewrite a piece of the play in prose, while focusing on an alternate character perspective or an alternate ending.</li> </ol> <p><b>Prompt:</b> Lorraine Hasberry wrote the story in the style of a play. How would the authorial choices change if it was written as prose? Randomized options for assessment:</p> <ol style="list-style-type: none"> <li>c. Rewrite the excerpt from the perspective of another character. Ensure that the new narrator’s perspective is included in the point of view of the narration.</li> <li>d. Rewrite the ending of the play from the standpoint that Walter’s gamble with the family’s money had succeeded. How does this adjustment in conflict impact his relationship with other characters and the development of the plot.</li> </ol>	
<p><b>Analyze/Evaluate DOK</b> <b>4</b></p>	<ol style="list-style-type: none"> <li>1. Students will recall previous learning regarding argumentation (specifically hook, claim, counterclaim, thesis, evidence, analysis and conclusion)</li> <li>2. Hook: What is typically considered “The American Dream?” Is this the same or different than what you would consider as <i>your</i> American Dream?</li> <li>3. Students will recall the ideas and ideals of an American Philosophy from Unit 2, and then consider “How did the ideas and ideals of an American Philosophy create the notion of an American Dream?”</li> <li>4. Teachers will conduct a lesson on argument as a communication tool to <b>organize information</b> and <b>evaluate ideas</b> (the two elements of argument evaluated by the EOC).</li> <li>5. Teachers will facilitate the finding of evidence from primary source documents that supports the class created description and characteristics of an American Dream.</li> <li>6. Students will receive the prompt for the Summative Assignment, an argument regarding if the American Dream exists and is available to all (see below).</li> <li>7. As students read, students will track evidence of <b>looking for, attaining,</b> and/or <b>losing</b> the American Dream within the different character decisions, interactions, relationships, and contributions to conflict in the anchor text.</li> <li>8. Students will relate their evidence of <b>looking for, attaining,</b> and/or <b>losing</b> the American Dream to the evidence pulled from the primary source documents to look for comparisons and contrasts.</li> </ol>	<p>Read-aloud/think-aloud teacher modeling</p> <p>Chunking text</p> <p>Strategic Questioning Collaborative Conversations Model/Exemplars</p> <p>Spaced vs Mass Practice</p>

9. Teachers will provide a mini-lesson on constructing a thesis statement and students must determine how the evidence from both sets of texts align with the existence or non-existence of the American Dream.
10. Students will develop an argumentative speech responding to the following prompt: “Does the American Dream exist, and is it available to all?” Students will utilize primary source documents from Unit 2 to define the American Dream, and then justify their answer to the prompt with evidence from both the anchor text, a primary source document, and current anecdotal evidence.
11. Teachers will utilize writers workshops to guide students through brainstorming, drafting, editing, and finalizing their writing.
12. Students will present final drafts of speeches with a visual (note: students who opt for video can use visual imagery in parts of video to fulfill visual requirement)
13. Option for recovery when needed: Students can complete a rhetorical transaction analysis of a classmates’ speech for formative recovery as needed.

\*Note: Speech must be either presented live in class, or via video.

### Content Resources

#### On Level Resources

##### Anchor Text (s)

*A Raisin In The Sun*

##### Supplemental/Ancillary Text (s)

“The Grandfather” by Gary Soto

“Harlem” by Langston Hughes

“I Have a Dream” by Martin Luther King

##### *Primary Source Documents from Unit 2*

##### Media Text (s)

*A Raisin in the Sun (film, 2008)*

“Get Comfortable with Being Uncomfortable,” Luvvie Ajayi Jones (TedTalk, 2017)

*Pastel kitchen — Image via the Ultra Swank Flickr Group*

*Building the American Dream | Sheneman opinion*

*Over My Dead Body!*- Louis Epperson

“We Found Our Way”: Newark Portraits from the Great Migration

**Honors Resources - N/A**

