*English Instructional Plan – Identity, Individuality and Society: Themes in History and Literature*

*[Lesson Duration: Approximately 1-2 weeks depending on the length of reading selections.]*

**Primary Strand: Reading 10.4, 11.4**

**Integrated Strand/s: Communication and Multimodal Literacy 10.1, 11.1**

**Essential Understanding:**

Students will:

* understand characteristics and cultures of historical periods and how the literature reflects those characteristics.
* recognize and understand universal characters, themes, and motifs in American literature, i.e. protagonist, conflict (man vs. society), and so on.
* understand how an author’s intent is achieved by the use of context and language.

**Essential Knowledge, Skills, and Processes:**

* discuss how the subject matter, style, literary type, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written.
* differentiate archetypes that are common in American literature, including, but not limited to,
  + hero/heroine
  + outsider/outcast
  + rebel
* analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes.

**Primary SOL:**

* 10.4c, 11.4c: Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

**Reinforced (Related Standard) SOL:**

* 11.4a: Describe contributions of different cultures to the development of American literature.
* 11.6c: Organize claims, counterclaims, and evidence in a sustained and logical sequence.

**Academic Background/Language:**

* Students should have a basic understanding of context clues, figurative language, characterization, connotation, and authorial purpose.
* Students should have a basic understanding of major themes and tropes in American literature, including both fiction and nonfiction texts.

## Materials

[Teacher Note: Readings should hinge on the thematic unit questions and should be made up of a variety of texts, i.e. non-fiction, autobiography, fiction, and so on. The examples provided tackle the theme of the importance of individual identity in the face of oppression. Texts like Hinton’s *The Outsiders* may work here as well as short fiction like “The Secret Life of Walter Mitty” by James Thurber. Additionally, texts where a main character defies authority would work as well]

* Recommended reading: *Fahrenheit 451* by Ray Bradbury
* Recommended reading: “The Pedestrian” by Ray Bradbury
* Recommended Reading: “Harrison Bergeron” by Kurt Vonnegut
* Recommended Reading: “[A Defiant Muhammed Ali Was Cherished by Black Men](https://www.commonlit.org/en/texts/a-defiant-muhammad-ali-was-cherished-by-black-men?search_id=24523355)” (available on www.commonlit.org)
* On-line journal (Word document), Google Doc, or composition notebook or binder
* Dialectical journal or KWL organizer
* Venn diagrams (graphic organizer)

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Teacher reviews direct and indirect characterization as literary device, including character motivation, background, ambition, and behavior. Have students recall characters from previously read literature and discuss characterization in the context of those characters.
* Teacher introduces assigned readings. Students will read and analyze assigned readings. Consider allowing time in class to read shorter works, i.e. short stories or articles. Consider reading aloud.
* Consider students reading aloud certain passages for students to think-pair-share ideas on how literary devices or language devices in those passages help to convey the author’s purpose.
* Teacher can also choose an article or short passage from a novel to model close reading strategies (circle unknown words, highlight key words or phrases, etc.) for the students. Model annotation for the students.
* Teacher provokes class discussion based on open-ended questions establishing connections between the texts. Consider questions such as: How does character X compare to character Y? How does levels of conflict dictate plot or character development?
* Students will complete a dialectical journal analyzing how the authors use the elements of language (including tone, diction, figurative language, character, conflict, and so on) to convey purpose. Teacher should encourage students to note: textual evidence, page number reference, and commentary. Consider assigning specific literary devices for students to look for, including tone, diction, figurative language, character, conflict, and so on.
* Using their annotations and dialectical journal, have students – in pairs – complete a compare/contrast Venn diagram. Students will present Venn diagram to the class.
* Students will discuss how the readings illustrate the individual’s role in society, particularly a hostile or unjust society. Consider assigning small groups to analyze and discuss particular readings.
* Encourage students to discuss and analyze how the characters and individuals from the selected readings fight against a hostile or unjust society.
* Distribute a journal-style open-ended question revolving around the thematic unit questions:
  + What are some of the biggest fears facing students in our society, be it local, national, global?
  + What are some of the best solutions to solving these tensions/challenges/problems?
* Students will complete a Socratic Seminar in response to the following thematic unit questions [Teacher note: Ensure that answers to the questions in the seminar invoke themes, lessons, and motifs from the texts and that students aren’t ONLY leveraging personal experience in their responses]:
  + What are some of the biggest fears facing students in our society, be it local, national, global?
  + What are some of the best solutions to solving these tensions/challenges/problems?
* Teacher facilitates the Socratic Seminar based on students’ responses. Encourage students to take notes on the discussion.
* Students will then complete the summative assessment (essay or visual presentation). Consider allowing students to use notes from the Socratic Seminar, annotations from the selected class-assigned readings as literary evidence, and any personal anecdotal evidence in the summative assessment. Students will synthesize literary evidence and personal anecdotal/observational evidence in the assessment.

**Assessment (Diagnostic, Formative, Summative)**

* As a diagnostic assessment, students should demonstrate knowledge of direct and indirect characterization during initial class discussion. Review if necessary.
* As a diagnostic assessment, students will complete a Venn Diagram highlighting comparisons, contrasts, and similarities among characters.
* As a formative assessment, will participate in the Socratic Seminar.
* As a summative assessment, students will complete: an expositional essay (or multimodal visual presentation) analyzing the challenges/problems we all face in our society. Consider the guiding unit questions (as referenced above):
  + What are some of the biggest fears facing students in our society, be it local, national, global?
  + What are some of the best solutions to solving these tensions/challenges/problems?
* [Note: A list of rhetorical and persuasive devices is included in the *Essential Knowledge, Skills, and Processes* column for English SOL 11.5.]

**Writing Connections:**

* Students will choose vocabulary, language, and tone appropriate to the topic, audience, and purpose (10.1d).
* The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English (9.7).
* Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) (10.8d).
* The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis (10.6).
* Teachers will instruct students in the features of the three domains of writing:

**Extensions and Connections (for all students)**

* Teacher should encourage students to activate knowledge from social studies classes.
* Teachers should encourage a synthesis of understanding allowing students to draw connections between a variety of texts and genres, i.e. nonfiction to fiction, article to short story, and so on.

**Strategies for Differentiation**

* Consider differentiating the summative assessment for ELL or SWD learners through careful modeling and adapting essay length or structure.
* Consider partner or small group work with designated roles for diagnostic and formative assessments.
* Consider extended deadlines for students that need extended time to turn in the assessments.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

***Text Title* Dialectical Journal**

Author:

Student Name:

Class Period:

Write quotes/excerpts from the text in the left column. Indicate page/line number in the center column. Respond to the quote/excerpt in the right column. Focus your entries on the literary and/or rhetorical devices we have discussed throughout the school year thus far. Including but not limited to:

**Indirect characterization**

**Mood**

**Conflict (internal or external)**

**Figurative Language**

**Symbolism**

Provide at least 2 annotations for each literary device. Don’t forget to analyze the purpose/effect of each device. Don’t simply identify it! (That’s the easy part!) You will be using these annotations to:

1. Identify the universal themes in the story
2. Explain how the historical context.
3. How this story compares/contrasts to other stories we have read
4. Show how writing elicits emotions/conveys purpose/develops plot, and so on.

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| Quote/Evidence | page/line # | Analysis  (use the list above to help you answer the significance of the device) |
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