



Grade 10 American Literature - Unit 7 - Authors and Personal Truth - Core Text

Unit Focus

Students will read through the lens of an author. The goal here is to read, obtain, and practice writing moves from mentor texts and authors. Throughout the unit, students will read *The Absolutely True Diary of a Part Time Indian* by Sherman Alexie or *I Know Why the Caged Bird Sings* by Maya Angelou. These short, readable novels are used to teach elements of author's craft and style.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 9-10 <ul style="list-style-type: none">Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RL.9-10.1)Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS.ELA-LITERACY.RL.9-10.3)Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (CCSS.ELA-LITERACY.RL.9-10.4)Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS.ELALITERACY.RL.9-10.5)Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RI.9-10.1)Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (CCSS.ELA-LITERACY.RI.9-10.4)	<i>Students will be able to independently use their learning to...</i> T1 Use strategies to comprehend increasingly complex texts. T2 Evaluate the author's message and purpose, citing text evidence to support conclusions. T3 Compare and contrast informational and literary texts to synthesize information to grow and change a position. T4 Identify and critique the merit and purpose of a text, citing craft, structure and organization to justify opinion. T5 Present information and ideas using appropriate grammar, spelling and vocabulary to convey the message. T6 Research and present information to expand knowledge and understanding of a topic.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 author's use of stylistic choices and literary devices blur the lines between memory, truth, and fiction. U2 Literary devices and stylistic choices are intentional decisions made by the author. U3 Authors write with specific purposes U4 An author's background influences his or her writing.	<i>Students will keep considering...</i> Q1 Is there such a thing as subjective truth? Q2 To what extent does truth matter to the creation of the story of our lives? Q3 How does an author's background influence their writing? Q4 How do authors use literary devices to engineer personal truth? Q5 How do authors make personal stylistic choices that advance a reader's understanding? Q6 How does memory and perspective complicate truth?

Stage 1: Desired Results - Key Understandings

- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS.ELA-LITERACY.RI.9-10.6)
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS.ELA-LITERACY.RI.9-10.8)
- Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (CCSS.ELA-LITERACY.RI.9-10.9)
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELA-LITERACY.W.9-10.2.B)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.W.9-10.4)
- 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. (CCSS.ELA-LITERACY.W.9-10.7)
- Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (CCSS.ELA-LITERACY.W.9-10.9.A)
- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. (CCSS.ELA-LITERACY.L.9-10.3.A)
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (CCSS.ELA-LITERACY.L.9-10.5.A)
- Analyze nuances in the meaning of words with similar denotations. (CCSS.ELA-LITERACY.L.9-10.5.B)

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- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** Vocabulary: auto/biography, literature, memoir
- K2** Literary terms: stylistic choices, various literary devices, humor (and its types), single story
- K3** Close reading
- K4** Annotation
- K5** American experiences and ideals
- K6** The difference between fiction, nonfiction, autobiographies, and literature.

Skill(s)

Students will be skilled at...

- S1** close reading
- S2** analyzing for literary devices
- S3** analyzing the purpose of humor
- S4** evaluating truth in fiction
- S5** synthesize author background/experience with fictional writing