



Grade 10 American Literature - Unit 5 - Literary Essay

Unit Focus

In this unit, students will be asked to synthesize multiple texts and points of view in order to come to new conclusions on literature, what it means to be American, and what it means to achieve the American Dream. The goal of this unit is to write with precision, formality, and concision. Students will practice writing with voice as they synthesize multiple texts.

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)Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS.ELA-LITERACY.RL.9-10.2)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)By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. (CCSS.ELA-LITERACY.RL.9-10.10)Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS.ELA-LITERACY.W.9-10.1.A)Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates	<i>Students will be able to independently use their learning to...</i> T1 Compare and contrast literary patterns across texts to engage with traditional characters, motifs and lessons. T2 Evaluate the author's message and purpose, citing text evidence to support conclusions. T3 Structure writing to prove a thesis/claim/opinion using and citing best evidence to convince the intended audience and support the argument. T4 Present information and ideas using appropriate grammar, spelling and vocabulary to convey the message. T5 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. T6 Synthesize information from a variety of sources to take and support a position.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers support their conclusions (inferences and interpretations) by citing evidence within the text. U2 By comparing texts, readers often gain greater insights into those texts. U3 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema). U4 Effective writing is supported with sound evidence, sufficient detail, and/ or valid reasoning. U5 Writers write under the influence of mentor authors, using craft, style and organizational structures.	<i>Students will keep considering...</i> Q1 How do writers present their thoughts and experiences in authentic ways? Q2 How can a variety of texts give me insight? Q3 How do the techniques/craft moves authors use impact the meaning of the text? Q4 How do I support and prove my thinking? Q5 What is this text really about?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>the audience's knowledge level and concerns. (CCSS.ELA-LITERACY.W.9-10.1.B)</p> <ul style="list-style-type: none"> • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA-LITERACY.W.9-10.1.C) • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-LITERACY.W.9-10.1.D) • Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-LITERACY.W.9-10.1.E) • 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) • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA-LITERACY.W.9-10.5) • 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) • Use parallel structure.* (CCSS.ELA-LITERACY.L. 9-10.1.A) • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS.ELA-LITERACY.L.9-10.1.B) • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS.ELA-LITERACY.L. 9-10.2.A) • Use a colon to introduce a list or quotation. (CCSS.ELA-LITERACY.L.9-10.2.B) • Spell correctly. (CCSS.ELA-LITERACY.L.9-10.2.C) • 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) <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> • Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) 	<p><i>Students will know...</i></p> <p>K1 Vocabulary: synthesis, thesis statement, claim, MLA, paraphrase</p> <p>K2 Grammar vocabulary: semi-colons, subordinating conjunctions, complex sentences, passive voice, active voice, empty words, subject-verb agreement, pronoun-antecedent agreement</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Crafting clear, concise, and correct thesis statements</p> <p>S2 Writing in a clear, concise, and correct way</p> <p>S3 Incorporating direct evidence (quotes) from the text in writing to support thinking</p> <p>S4 Outlining writing prior to drafting</p> <p>S5 Identifying the best piece of evidence to support analysis and synthesis</p> <p>S6 Writing clearly, including the application of proper spelling and grammar concepts</p>