

Unit 4 - *The Mirror and the Lamp: Close Reading*

Overview

Students will continue to look at literature as both a mirror (reflecting the ways of society) and a lamp (illuminating the author’s perspective on - and sometimes critique of - society). This particular unit will build on all of the units that came before it and focus on reading. Students will be required to independently perform close readings of various texts and articulate their analysis of what they read. By the end of the unit, each student will be able to read a text, convey his/her thoughts about it, support his/her claims with textual evidence, and reflect on how he/she arrives at such conclusions.

Students will consider varying conceptions of the “American Dream” and will examine the link between this and the dichotomy of idealism and reality. In doing so, students will also consider the ways in which literature can provide social commentary. They will look at the ways in which their own backgrounds impact the ways in which they analyze these texts.

21st Century Capacities: Product Creation, Synthesizing

Stage 1 - Desired Results

<p>ESTABLISHED GOALS/ STANDARDS</p> <p>CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact</p> <p>CCSS.ELA-LITERACY.RL.11-12.3 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)</p> <p>CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support</p>	Transfer:	
	<p><i>Students will be able to independently use their learning in new situations to...</i></p> <ol style="list-style-type: none"> 1. Comprehend and engage with a variety of texts in order to become independent, critical thinkers (Synthesizing) 2. Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence (Synthesizing) 3. Synthesize information from a variety of sources to take and support an opinion (Synthesizing, Product Creation) 	
	Meaning:	
	<p>UNDERSTANDINGS: <i>Students will understand that:</i></p> <ol style="list-style-type: none"> 1. Critical readers (reflect on and) question the text, consider different perspectives, and examine the author’s message. 2. Readers read a wide variety of texts to 	<p>ESSENTIAL QUESTIONS: <i>Students will explore & address these recurring questions:</i></p> <ol style="list-style-type: none"> A. How does literature reflect and/or illuminate experience? B. How does my own background, culture, and/or experience control or contribute to

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<p>analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>broaden their perspective and understanding. 3. Readers are metacognitive about their reasoning and processes as they consume and generate information.</p>	<p>my understanding and interpretation of a text? C. What does it mean to be American? How do “American ideals” and our perception of them impact our personal experiences? D. How do writers purposefully use and abuse writing conventions?</p>
Acquisition:		
<p>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. CCSS.ELA-LITERACY.W.11-12.3.A Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. CCSS.ELA-LITERACY.W.11-12.3.B 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). CCSS.ELA-LITERACY.W.11-12.3.C Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CCSS.ELA-LITERACY.W.11-12.3.D Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative CCSS.ELA-LITERACY.W.11-12.3.E Develop and strengthen writing as needed by planning,</p>	<p><i>Students will know...</i> 1. How historical and cultural context relates to purpose and style 2. How literary works reveal cultural norms and mores of their time periods 3. Qualities of a strong college essay 4. Content-specific vocabulary</p>	<p><i>Students will be skilled at...</i> 1. Articulating their analysis of what they read 2. Articulating how the organizational structure, diction, syntax, imagery, figurative language, plot and characterization contribute to the development of meaning across multiple texts. 3. Using definition as a pattern of writing 4. Employing significant and thorough textual evidence to support inferences, reflecting on how inferences are refined through continued reading 5. Close reading and annotating independently 6. Recognizing and assessing patterns across texts 7. Drawing connections between main ideas in literature and the world in which they live 8. Generating appropriate topics for personal narratives</p>

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revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.