

Tunkhannock Area School District
Grade 11 Language Arts Unit 6 (6 weeks)

Theme: Death of the American Dream

PA Core Standards:

CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.

- Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11–12.V 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.

CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text

L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept

L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:

- the relationship between the theme and other components of a text
- comparing and contrasting how major themes are developed across genres
- the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- the way in which a work of literature is related to the themes and issues of its historical period

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Objectives

- Analyze and critique an author's use of text structure and type of resolution and how it impacts meaning and aesthetic effectiveness. (RL.11-12.5, RI.11-12.5)
- Develop a logical argument regarding characterization, using an analysis of an author's choices to support claims after reading a selection of grade level material. (RI.11-12.5) (RL.11-12.10)
- Develop a logical argument and conduct a debate based on the author's discussion of theme in a work. (SL.11-12.4)
- Revise a piece of writing demonstrating command of the conventions of standard English. (L.11-12.2)

Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocabulary	Assessments
<p>Richard Cory: Pre-reading: Before reading the poem, answer the following questions in your notebook:</p> <p>1) Which things do you notice when you first meet a person? What makes the greatest impression on you – clothes, hairstyle, physical features, way of speaking?</p> <p>2) Have you ever formed a first impression of a person which proved to be correct? Have you ever formed a first impression which you later found to be incorrect?</p> <p>Death of A Salesman: Create an American Flag: Symbols that Define America:</p> <p>In this activity, students will create their own "American Flag", a nontraditional flag that represents what they think America stands for. The purpose of this activity is to get students to reflect on and express values that they believe define the United States. This activity can be done using the means of visual arts such as collage making or painting or sculpture, or it could be used via the means of performing arts such as dance or theatre. This activity will be most successful if it is preceded by a class discussion in which students are engaged in a critical conversation around the definition of a symbol, the significance of a flag, and what kind of symbols define the United States of</p>	<p><i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p><i>Death of a Salesman</i> by Arthur Miller</p> <p><i>The Adventures of Huckleberry Finn</i> by Mark Twain</p> <p><i>Raisin in the Sun</i> by Lorraine Hansberry (Play)</p> <p>"Richard Cory" by Edwin Arlington Robinson</p> <p>Additional exemplars as indicated in The Common Core State Standards</p>	<p>"The Great Gatsby" http://learning.blogs.nytimes.com/2008/02/20the-gift-of-gatsby/</p> <p>"The Great Gatsby" http://www.huffenglish.com/gatsby/gatsbyhunt.html</p> <p>"The Great Gatsby" http://www.penguinreaders.com/pdf/downloads/pr/activity-worksheets/9781405879910.pdf</p> <p>"The Death of a Salesman" http://www.zeiterion.org/Salesman.pdf</p> <p>study guide: https://www.theoldglobe.org/_pdf/studyguides/Salesman_Study_Guide.pdf</p> <p>"A Raisin in the Sun" http://us.penguingroup.com/static/pdf/teachersguides/raisinsun.pdf</p> <p>"A Raisin in the Sun" http://edsitement.neh.gov/lesson-plan/raisin-sun-quest-american-dream#sect-activities</p> <p>unit plan: http://users.manchester.edu/studen</p>	<p>American Dream</p>	<p>Formative- teacher observation, classroom discussions, tests/quizzes, progress journals (in conjunction with speeches/ad campaigns)</p> <p>Summative- Writing Project with Rubric (See activities)</p> <p>Benchmark- 4Sight as dictated by SLP</p> <p>Diagnostic- CDT/ AIMSweb for certain students</p>