

# English Language Arts Supplemental – Unit 2 Plan

UNIT:   2  

TIME FRAME: November/January TEACHER: Murphy/Rosenberg

**Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion):

Students will study seminal texts, speeches and autobiographies of the Revolutionary period. In addition students will compare core works of the 18th and 19th century with 20th century works exploring rules, order, technology and modernization. Works covered will be taken from Prentice Hall Literature: The American Experience, novels and plays including but not limited to:

**Speech in the Virginia Convention: Patrick Henry**  
**Speech in the Convention: Benjamin Franklin**  
**The Declaration of Independence: Thomas Jefferson**  
**From the American Crisis Number 1: Thomas Paine**  
**From the Autobiography of Benjamin Franklin**  
**From Poor Richard's Almanac: Benjamin Franklin**  
**Straw into Gold: The Metamorphosis of the Everyday: Sandra Cisneros**  
**The Devil and Tom Walker: Washington Irving**  
**From The Song of Hiawatha**  
**Fall of the House of Usher**  
**From Self-Reliance: Emerson**  
**From Nature: Emerson**  
**From Civil Disobedience: Thoreau**  
**From Self-Reliance: Thoreau**  
**Because I Could Not Stop...: Dickinson**  
**Fahrenheit 451: Bradbury**  
**From Life on the Mississippi: Twain**  
**From How to Tell a Story: Twain**  
**A Raisin in the Sun: Hansberry**

**Context/SAT College-Ready Vocabulary**

**Unit Standards:** Teachers should list the standards to be addressed within the unit.

Essential (Thematic) Questions:

1. What is the relationship between place and literature?
2. What makes American Literature American?
3. How does literature shape or reflect society?

Technology utilization in the form of online research, papers, presentations and the resume.

Primary Focus Standards: Reading

RL.11-12.1

RI.11-12.1

RL.11-12.2

RI. 11-12-2

RL.11-12.3

RI. 11-12.3

Primary Focus Standards: Speaking and Listening

SL.11-12. A,B,C,D

SL. 11-12. 2

SL. 11-12.3

RL.11-12.4  
RL.11-12.6

RI. 11-12.4  
RI. 11-12.5  
RI. 11-12.6  
RI. 11-12.7  
RI. 11-12.8  
RI. 11-12.9

SL. 11-12.4  
SL. 11-12.6

Primary Focus Standards: Writing  
W.11-12.2.A,B,C,D,E,F  
W.11-12.3  
W.11-12.4

Primary Focus Standards: Literature  
L.11-12.1.A  
L. 11-12.2. A,B  
L. 11-12.3. A

**Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. (Content) – Should be separated by Reading Tasks, Writing Tasks, Discussion Tasks, and Language/Vocabulary Tasks.

### Reading Tasks

#### 1., Two-part Benchmark Assessment

(Objectives/Short Essay) covering Literary Analysis and Reading Strategy Skills from Unit Two plus the following skills:

**Literary Analysis:** Persuasive Speeches, Persuasion, Autobiography, Aphorisms, Comparing Autobiographies and Characterization, Figurative Language, Metaphor, Synecdoche, Imagery, Tone, Figurative Expression, Analogy, Epic Theme, Free Verse, Long Lines, Catalogues, Anaphora, Diction, and Onomatopoeia.

**Reading Strategy:** Evaluating Persuasive Appeals, Recognizing Charged Words, Cause and Effect Relationships and Evaluating Social Influences of the Historical Period, Questioning the Text, Analyzing the Author’s Implicit and Explicit Philosophical Assumptions and Adjusting reading Rate.

### Writing Tasks

2. Students will be assigned several research based writing tasks throughout the unit that will be required to be in MLA Format.

### Discussion Tasks

3. During the course of Unit 2 students will participate in class discussions based on Reading

**Skills:** These are what the students need to be able to do in relation to the tasks. These skills are translated statements from the standards and represent measurable verbs, instructional targets, and descriptors for the sake of consistency across teachers in the same content area and grade level.

At the completion of this unit, students will know the following **Literary Analysis Skills:** persuasive speeches, restatement, repetition, parallelism, rhetorical question, allusions, autobiography, aphorisms, parable, ambiguity, symbol, metaphor, synecdoche, imagery, style, tone, analogy, epic poetry, epic theme, free verse, long lines, catalogues/lists, anaphora, diction/word choice and onomatopoeia.

At the completion of this unit, students will be able to work with the following **Reading Strategy Skills:** critique appeals to friendly and hostile audiences, analyze word choice, analyze cause/effect, summarizing, analyzing a writer’s perspective, evaluate the influences of the historical period, drawing inferences, questioning the text, analyze the author’s implicit and explicit philosophical assumptions and adjusting your reading rate.

<p>Comprehension, Literary Analysis and Reading Strategy Skills covered in the unit through the reading of said exemplars. Additionally, students will read, discuss, and compare other relevant literature that explores the themes covered in class.</p> <p><b>Language/ Vocabulary Tasks</b></p> <ol style="list-style-type: none"> <li>1. SAT Vocabulary words (15 per week) and associated learning activities per week.</li> <li>2. Weekly assessment on each Vocabulary Lesson.</li> </ol>	
<p><b>Key Terms / Vocabulary:</b></p> <p>Literary Analysis  Reading Strategy  Reading Comprehension  Grammar  Syntax</p>	
<p><b>Assessments:</b> List types of assessments that will be used throughout the course of the unit. *If you do not have assessments for this unit, they should be created before moving on to the lesson design* (Label Assessments as Diagnostic, Formative, or Summative)</p> <p>*** See Learning Tasks all Assessments for the unit are found there.</p>	
<p><b>Learning Activities:</b> Any agreed upon activities/lesson plans can be listed here.</p> <ol style="list-style-type: none"> <li>1. Weekly Vocabulary Activities and Assessment for each lesson.</li> <li>2. Literary Analysis and Reading Strategy Activities related to each literature exemplar.</li> <li>3. Class Discussion, class projects extended writing activities.</li> </ol>	<p><b>Resources / Text Selections:</b> (generated by both teacher and student?) Teachers will</p> <ol style="list-style-type: none"> <li>1. Prentice Hall Literature: The American Experience.</li> <li>2. Google Classroom</li> <li>3. Fahrenheit 451</li> </ol>
<p><b>Additional Notes:</b>  Common Prep Periods and PLC's will be utilized for further planning and discussion.</p>	