

- RL = Reading Literary
- RI = Reading Informational
- W = Writing
- SL = Speaking and Listening
- L = Language

Troup County School System
English/Language Arts Curriculum Map
10th grade Literature and Composition
Thematic Unit # 2—Survival, Endurance, and the Loss of Innocence

<p>Big Idea / Unit Goal:</p> <ul style="list-style-type: none"> • The goal for this unit is to analyze and explore the theme of Survival, Endurance, and the Loss of Innocence across literary and informational texts with an in-depth focus on GSE priority standards. <p>Length of Unit:</p> <ul style="list-style-type: none"> • 50 Days <p><u>Unit 2 Common Assessment Blueprint</u></p> <p>Unit 2 Checklist</p>	<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What does it take to survive? • Are human beings inherently evil? • What does it mean to be a good leader? <p>Priority Standards:</p> <ul style="list-style-type: none"> • <u>RL2, RL3, RL5, RL9</u> • <u>W1</u> • <u>L1</u> <p>Support Standards:</p> <ul style="list-style-type: none"> • <u>RL1, RL4</u> • <u>RI1, RI8</u> • <u>W3</u> • <u>L2, L3</u>
<p>Reading Focus: Literary</p> <p>Text Resources:</p> <p>Extended Text (Choose one of the following as your extended text):</p> <ul style="list-style-type: none"> • <i>Lord of the Flies</i> • <i>Animal Farm</i> • <i>Fahrenheit 451</i> <p>Short Texts (Mixture of Literary and Informational thematically connected texts. Unless otherwise noted, these texts are from <i>Prentice Hall Literature, Grade 10</i>):</p> <ul style="list-style-type: none"> • Fairy Tales "<u>Goldilocks and the Three Bears</u>" and "<u>Little Red Riding Hood</u>" included or teachers can pick their own • "Do Not Go Gentle into that Good Night" (poem, p. 679) • "Contents of the Dead Man's Pocket" (short story, p. 118) • "Swimming to Antarctica" (autobiography, p. 62) • "<u>Surviving High School</u>" informational text- copies for every student • "<u>Understanding the Human Herd Mentality</u>" • "<u>Are Humans Hard Wired to Survive?</u>" • <u>Alive Summary</u> • Aesop's "<u>The Ant and the Grasshopper</u>" • "The Masque of the Red Death" (short story, p. 371) 	<p>Writing Focus: Argumentative</p> <p>Primary Writing Tasks:</p> <ul style="list-style-type: none"> • Pretend you are a character in the extended text (<i>Lord of the Flies</i>, <i>Animal Farm</i>, or <i>Fahrenheit 451</i>). Write an argumentative speech in which you convince your fellow characters that you are ideal leader material. Use textual evidence to argue how you are a better leader than leaders in the text; for example, Ralph or Jack in <i>Lord of the Flies</i>. • After reading the novel, literary, and informational texts on survival, write an essay in which you argue how leadership affects survival. Support your position with evidence from the novel and two other texts. <p>Narrative Writing Tasks:</p> <ul style="list-style-type: none"> • <u>Lifeboat Exercise</u>—Who would you choose to save? • Leadership Skills Activity—Take a leadership quiz. Do you agree with the leadership you received? Explain using evidence from your life to support. Later as the novel progresses—pick a character that you are most like. Explain. Using textual evidence along with your personal experiences. • Novel poem- pretend to be a character and write a poem • Select a significant scene from the extended text and take on the persona of a character. Retell that scene from the character's point of view. • Rewrite the ending of the text or write a scene that could be included within the text.

Additional Materials:

- [Introduction to Unit Survival Activity](#)
- [Murder Mystery](#)--Cite Textual Evidence Activities
- [Worksheet for summarizing, paraphrasing, and quoting](#)
- ["Contents of the Dead Man's Pocket" PDF for struggling readers](#)
- [Allusions- New Radicals](#)
- [Allusion group songs](#)
- [Allusion Worksheet](#)
- [Model Counterargument](#)
- Bellringer: [Lord of the Flies Caught Ya Grammar Daily Bellringers](#)
- [List of additional resources to complement unit](#)

Movies

- *Lord of the Flies*
- *Castaway*- Movie
- *The Book Thief* (movie excerpt)
- *The Maze Runner* (movie excerpt)

[Nine Weeks Replacement Project](#)--To replace the lowest Class I or II grade- can only help students- Students will independently read a short story, analyze characterization, and compare/contrast two a character in the novel.

Research Connections:

- **Embed MLA instruction throughout the unit. Teach parenthetical citations and Works Cited style while reading informational texts.**
- Research a true story of a person's journey of survival. Find an article about the person online and summarize it. Teacher can quickly review how to cite sources, but this will be taught in the detail in the second unit.

Routine Writing (Notes, summaries, process journals, and short responses across all genres):

- Students should write to activate and summarize learning. In addition, they should write in response to literature. Routine writing should occur at least 3 days per week.

Lessons for Unit 2 (all lessons are hyperlinked)

- [ELA10.2.1](#): Focus on character development and plot, citing textual evidence, theme, and author's choices (RL3, RL1, RI1, RL2, RL5)
- [ELA10.2.2](#): Focus on effects of structure and citing textual evidence (RL5, RL1, RI1)
- [ELA10.2.3](#): Focus on source material, allusions, word meanings, and citing textual evidence (RL9, RL4, RL1, RI1)
- [ELA10.2.4: Extended Text](#): Focus on character development and its relation to plot and theme, citing textual evidence, theme development, writing arguments, and writing narratives (RL3, RI1, RL1, RL2, W1, W3). **NOTE:** This lesson begins the extended text. It is recommended that you begin this text at this point; however, it will not be completed before moving on to other lessons as they are embedded into the reading of the extended text.
- [ELA10.2.5](#): Focus on character development and theme, theme development, citing textual evidence, and evaluating arguments (RL3, RL2, RL1, RI1, RI8)
- [ELA10.2.6](#): Focus on argument writing, citing textual evidence, delineating and evaluating arguments, and Standard English (W1, RI1, RL1, RI8, L1, L2, L3)
- [ELA10.2.7](#): Focus on parallelism in writing (L1a)
- [ELA10.2.8](#): Focus on using a variety of phrases and clauses for effect (L1b)
- [ELA10.2.9](#): Focus on theme, character development, allegory, and citing textual evidence (RL2, RL3, RL1)

Georgia Standards of Excellence (GSE)	Essential Questions	Vocabulary	Lessons and Resources (in addition to text resources)
ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	How does the textual evidence offer credible support to my analysis of the text and of inferences drawn from it? How does analyzing a text help me better understand it? How do I cite strong and thorough textual evidence to support my analysis of the text?	Cite Textual evidence Inferences Explicit Analysis	ELA10.2.1 ELA10.2.2 ELA10.2.3 ELA10.2.4: Extended Text ELA10.2.5 ELA10.2.6 ELA10.2.9
ELAGSE9-10RL2: Determine a theme or central idea of text and closely analyze its	How is theme developed, refined, and shaped by specific details in a text? How	Theme Universal theme	ELA10.2.1 ELA10.2.4: Extended Text

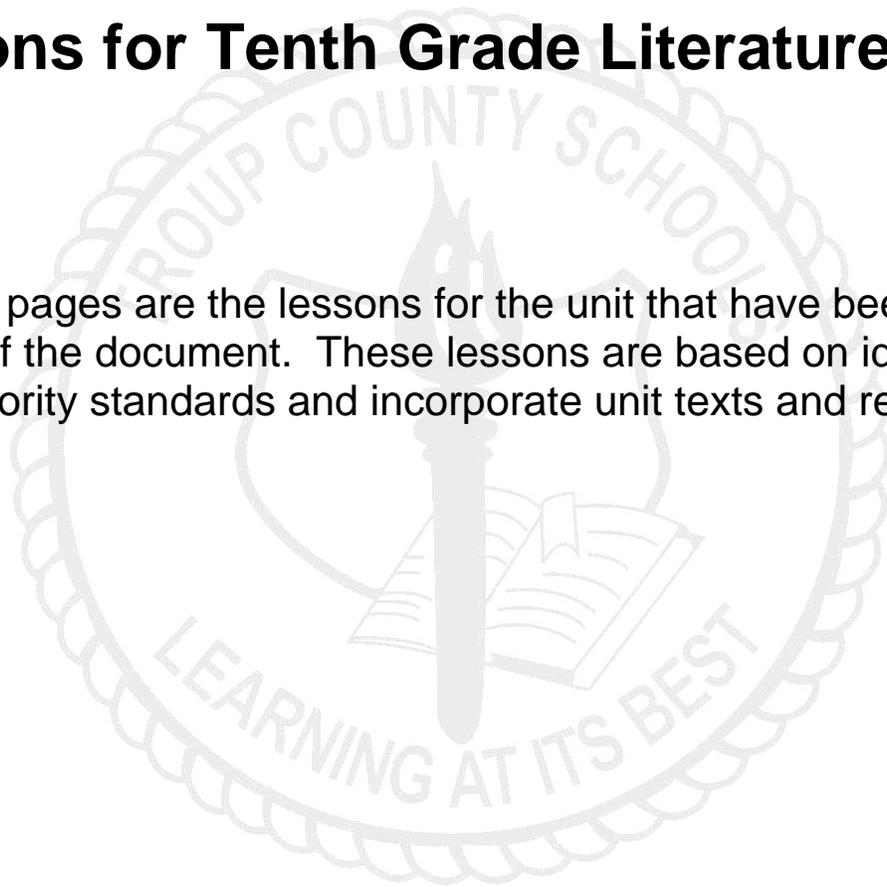
development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	do I objectively summarize a text?	Central idea Analyze Specific details Objective Subjective Summary/précis	ELA10.2.5 ELA10.2.9
ELAGSE9-10RL3: Analyze 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.	How do complex characters develop over the course of a text? How do character development and interactions advance the plot and/or develop the theme?	Characters Character motivation Conflict Plot Theme Interaction Allegory	ELA10.2.1 ELA10.2.4: Extended Text ELA10.2.5 ELA10.2.9
ELAGSE9-10RL4: 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	How do I determine the figurative and connotative meanings of words and phrases in the text? How do words and phrases impact an author's meaning and tone?	Diction Figurative meaning Connotation Denotation Analyze Tone	ELA10.2.3
ELAGSE9-10RL5: 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.	How does the structure of a text impact the overall atmosphere/mood of the text? How does the author use structure to create outcomes? How do authors manipulate time to build suspense?	Structure Mood/atmosphere Parallel plots Pacing Flashbacks Foreshadowing Time manipulation Suspense Tension Surprise	ELA10.2.1 ELA10.2.2
ELAGSE9-10RL9: 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).	How does an author transform source material into a specific work? How does an author's use of allusion add meaning to the text?	Source material Compare/contrast Allusion	ELA10.2.3
ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	How does the textual evidence offer credible support to my analysis of the text and of inferences drawn from it? How does analyzing a text help me better understand it? How do I cite strong and thorough textual evidence to support my analysis of the text?	Cite Textual evidence Inferences Explicit Analysis	ELA10.2.1 ELA10.2.2 ELA10.2.3 ELA10.2.4: Extended Text ELA10.2.5 ELA10.2.6
ELAGSE9-10RI8: 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.	How are an author's arguments and claims established? How do I assess soundness, validity, relevance, and sufficiency of the evidence?	Delineate Evaluate Argument Claims Valid reasoning Relevant evidence	ELA10.2.5 ELA10.2.6

<p>ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. 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.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. 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.</p> <p>d. Establish and maintain an appropriate style and objective tone.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>How do I use valid reasoning and relevant and sufficient evidence to write clear arguments to support my claims?</p>	<p>Sufficient evidence Fallacies</p> <p>Argument Claim Counterclaim Analysis Valid reasoning Sufficient evidence Organization Transitions Appropriate style Objective tone Concluding statement Conclusion</p>	<p>ELA10.2.4: Extended Text ELA10.2.6</p>
<p>ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p>How do I use narrative techniques, well-chosen details, and well-structured effect sequences to write quality narratives?</p>	<p>Narrative Engage Orient Point of view Narrator Characters Narrative techniques</p> <ul style="list-style-type: none"> • dialogue • pacing • description • reflection • sequence of events <p>Precise words and phrases Sensory language Conclusion</p>	<p>ELA10.2.4: Extended Text</p>

<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>			
<p>ELAGSE9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. 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.</p>	<p>How do I demonstrate command of the conventions of standard English grammar and usage? What is parallel structure and how do I effectively use it? How do I use various types of phrases and clauses to convey meaning and add variety to my writing and speaking?</p>	<p>Standard English Parallel structure Phrases</p> <ul style="list-style-type: none"> • noun phrase • verb phrase • adjectival phrase • participial phrase • prepositional phrase • absolute phrase <p>Clauses</p> <ul style="list-style-type: none"> • independent • dependent • noun • relative • adverbial 	<p>ELA10.2.6 ELA10.2.7 ELA10.2.8</p>
<p>ELAGSE9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<p>How do I demonstrate command of the conventions of standard English capitalization, punctuation, and spelling? How do I use a semicolon correctly and effectively? How do I use a colon to introduce a list or quotation?</p>	<p>Standard English Capitalization Punctuation Semicolon Conjunctive adverb Colon</p>	<p>ELA10.2.6</p>
<p>ELAGSE9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and to write and to edit so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>APA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p>How do I apply my knowledge of language to effectively communicate? How do I follow guidelines of a specific style manual?</p>	<p>Standard English Style MLA format</p>	<p>ELA10.2.6</p>

Lessons for Tenth Grade Literature Unit 2

The following pages are the lessons for the unit that have been linked at the beginning of the document. These lessons are based on identified GSE high-priority standards and incorporate unit texts and resources.

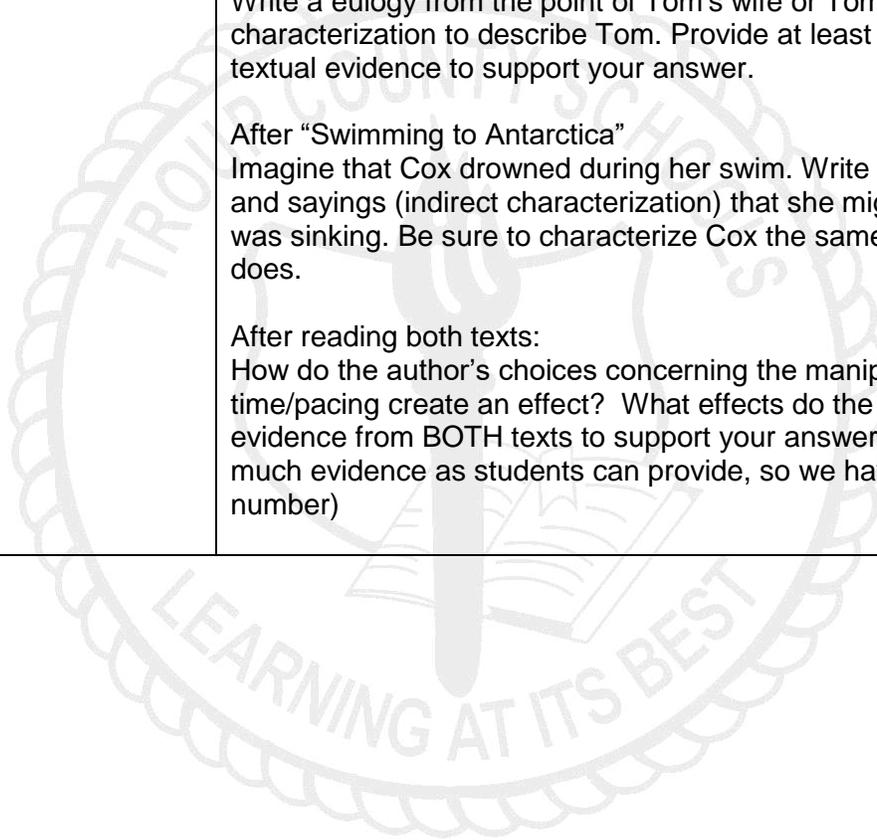


ELA10.2.1

<p>Learning Target(s):</p>	<p>I can:</p> <ul style="list-style-type: none"> • recognize how complex characters develop and change over the course of a text • recognize complex characters affect the plot • differentiate character motivation and analyze how those motivations influence the plot • analyze how complex characters advance the plot • identify multiple or parallel plots within a text and how they impact the meaning of text • analyze how the author manipulates time in the text and how it creates effects such as mystery, tension, or surprise • classify and evaluate the sequence of events in a text • examine how the structure of the text creates an emotional response from the reader • analyze an author's choices about structure and organization of a story or drama (e.g. multiple points of view, flashback) • analyze the effect of an author's choices on the story or drama itself and/or the audience
<p>Priority Standards:</p> <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	<p>Priority Standards:</p> <p>ELAGSE9-10RL3: 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.</p> <p>ELAGSE9-10RL5: 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.</p> <p>Support Standards:</p> <ul style="list-style-type: none"> • ELAGSE9-10RL/11: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • ELAGSE9-10RL2: Determine a theme or central idea of text and closely analyze 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. <p>Pre-requisite learning</p> <ul style="list-style-type: none"> • recognize changes in the pace of the story or drama • determine the catalyst for any changes in the pace of the story or drama • explain how the dialogue or incident propels the action • analyze events or dialogue for new information about a character • analyze text to determine why a decision was made
<p>Resources for Instruction</p>	<p>Characterization Power Point- motivation, direct characterization, indirect characterization (STEAL) with fill in the blank notes and practice characterization questions</p> <p>A fairy tale- "Goldilocks and the three bears" and "Little Red Riding Hood" included or teachers can pick their own</p> <p>Character and plot development graphic organizer</p> <p>"Contents of the Dead Man's Pockets" story in the textbook- p. 118</p> <p>"Contents of the Dead Man's Pockets" reading guide</p>

	<p>"Contents of the Dead Man's Pockets" guide for struggling readers</p> <p>"Swimming to Antarctica" story in the textbook. 62</p> <p>"Swimming to Antarctica" reading guide</p>
Time Allocated	2-3 days
EQ	<ul style="list-style-type: none"> • How do readers analyze character motivations? • How do complex characters advance the plot? • How does the structure of a text impact the overall atmosphere/mood of the text? • How does the author use structure to create outcomes? • How do authors manipulate time to build suspense?
Activator/Connection/Warm Up	Journal- Based on a story you have read or seen, how did a character change? How did his/her change affect the outcome of the story?
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/ Differentiated Instruction (We Do) • Independent Practice (You Do) 	<p>Teacher will lead a lecture on characterization using a PowerPoint as students complete fill-in-the-blank notes. Students will complete indirect/direct characterization questions at the end of the PowerPoint. Students read a fairy tale. Teacher models completion of the character and plot development graphic organizer.</p> <p>Students will read "Contents of the Dead Man's Pockets," answer text dependent questions including:</p> <ol style="list-style-type: none"> 1. Which words from the text tell the reader Tom's motivation for staying at home? What do the words tell you about what Tom values most at the beginning of the story? 2. Tom is faced with an internal conflict. What is it, and does he resolve it. Use evidence from the text to support your answer. 4. Using evidence from the text, explain what Tom's ambition is. How does this relate to the conflict he experiences? 5. Tom visualizes himself easily going out onto the ledge and retrieving the paper. Use evidence from the story to explain this mental process, his emotional reaction to the mental process, and his motivation for putting himself in such danger. 6. The author describes the transformation that takes place in Tom from self-confidence to fear. How does this transformation affect his life's priorities? 7. When Tom imagines the report "of the contents of the dead man's pockets," what does he realize about his life's priorities? Use evidence to support your answer. 8. Be the end of the story, Tom's priorities change. Explain the change and support your answer with Tom's actions and words. 9. What is the theme of the text? Where do you first pick up the central idea? How is it developed over the text? Cite where the text sections show where the author gives you the theme. <p>Students will read "Swimming to Antarctica" and answer text dependent questions, including:</p> <ol style="list-style-type: none"> 1. Before attempting to swim a mile in the frigid waters of Antarctica, Lynne Cox completes a test swim. After the test swim, she has mixed feelings: confidence and fear. <ol style="list-style-type: none"> a. List 2 details that show her confidence (p. 62). b. List 2 details that show her fear (p. 63). 2. List 3 ways Cox prepares for her mile swim (other than the test swim). What is her motivation for each?

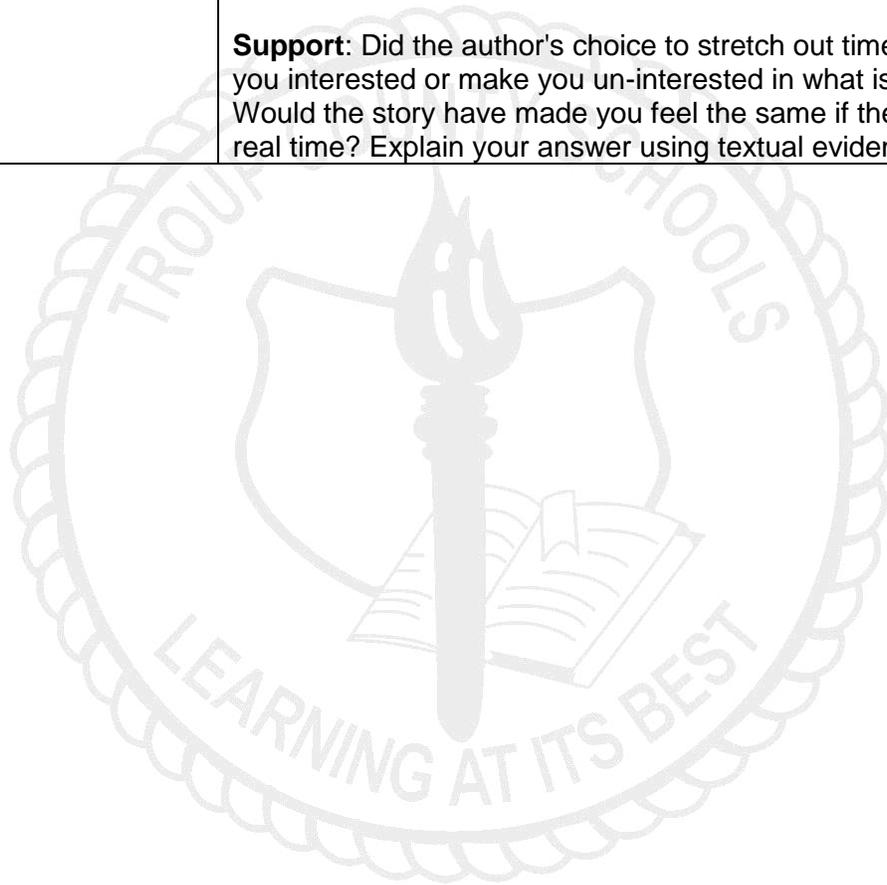
	<p>3. What does Dr. Block do that gives Cox “the creeps”? (p. 64) Why does she react that way?</p> <p>4. Despite her fears, why does Cox still attempt to swim the first Antarctic mile? (p. 64)</p> <p>5. What physical challenge causes Cox to struggle at the start of her swim (actions)?</p> <p>6. How does Cox’s perspective on her swim change as she nears the shore? Why? Explain. (p. 72)</p> <p>Complete the character and plot development graphic organizer for the characters for the stories read.</p> <p>7. What is the central idea of the text? Where do you first pick u the central idea? How is it developed over the text? Cite where the text sections show where the author gives you the central idea.</p>
<p>Summarizer/Closure/Evaluation of Lesson</p>	<p>One paragraph-</p> <p>After “Contents of the Dead Man’s Pocket” Imagine that Tom fell to his death (without his wife seeing his body). Write a eulogy from the point of Tom's wife or Tom's boss using indirect characterization to describe Tom. Provide at least two examples of textual evidence to support your answer.</p> <p>After “Swimming to Antarctica” Imagine that Cox drowned during her swim. Write about the thoughts and sayings (indirect characterization) that she might have had as she was sinking. Be sure to characterize Cox the same way as the author does.</p> <p>After reading both texts: How do the author’s choices concerning the manipulation of time/pacing create an effect? What effects do the authors create? Cite evidence from BOTH texts to support your answers. (We want as much evidence as students can provide, so we have not specified a number)</p>



ELA10.2.2

Learning Target(s):	I can: <ul style="list-style-type: none"> • know sequence of events, structure, and time are used to create and manipulate effects in literature (e.g., mystery, tension, or surprise) • analyze how the author manipulates time in the text and how it creates effects such as mystery, tension, or surprise • classify and evaluate the sequence of events in a text • examine how the structure of the text creates an emotional response from the reader
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	<p>ELAGSE9-10RL5: 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.</p> <p>Support Standards:</p> <ul style="list-style-type: none"> • ELAGSE9-10RL/11: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p>Pre-requisite learning</p> <ul style="list-style-type: none"> • describe the structure of two or more texts • describe the style of two or more texts • identify the meanings of two or more texts • explain how the structure of a text contributes to its meaning and style • identify similarities and differences in structure and style between two or more texts • evaluate the effect of one structure over another with regard to a work’s meaning and style
Resources for Instruction	<p>Plot diagram</p> <p>Use the same fairy tale- "Goldilocks and the three bears" and "Little Red Riding Hood" included or teachers can pick their own</p> <p>"Contents of the Dead Man's Pockets" story in the textbook- p. 118</p> <p>"Contents of the Dead Man's Pockets" reading guide</p>
Time Allocated	1 day
EQ	•How do authors manipulate time to build suspense?
Activator/Connection/Warm Up	Complete the plot diagram using the fairy tale
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) 	<p>Students will complete a plot diagram for the fairy tale read in class. Afterwards, teacher will present his/her model plot diagram and explain how events were classified.</p> <p>After reading "Contents," students will complete a plot diagram/story board with a collaborative pair. For differentiated instruction, teacher will provide partially completed graphic organizers to guide struggling students.</p> <p>Teacher will lead discussion on how students classified events.</p>

<ul style="list-style-type: none"> • Guided Instruction/ Differentiated Instruction (We Do) • Independent Practice (You Do) 	<p>Teacher will model how to complete the "Author's Choices in Text Structuring" graphic organizer to answer this question: Time seems to slow down as Tom tries to overcome his fear. Which details show that time is passing slowly?</p> <p>Students will finish the graphic organizer independently.</p>
<p>Summarizer/Closure/Evaluation of Lesson</p>	<p>On-level/Advanced: How does the author's manipulation of time in the text affect you as a reader? Would the story have had the same impact if the pacing remained in real time? Explain your answer using textual evidence.</p> <p>Support: Did the author's choice to stretch out time in the story keep you interested or make you un-interested in what is happening? Why? Would the story have made you feel the same if the pacing remained in real time? Explain your answer using textual evidence.</p>



ELA10.2.3

Learning Target(s):	I can: <ul style="list-style-type: none"> • recognize allusions in literature • analyze how and why an author transforms source material in a specific work • analyze the purpose an allusion serves in a text
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	<p>ELAGSE9-10RL9: 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).</p> <p>Support Standards:</p> <ul style="list-style-type: none"> • ELAGSE9-10RL4: 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). • ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p>Pre-requisite learning</p> <ul style="list-style-type: none"> •compare modern works of fiction to myths, traditional stories, or religious works such as the Bible •compare patterns of events in modern works of fiction to those aspects of myths, traditional stories, or religious works such as the Bible •compare character types in modern works of fiction to similar character types in myths, traditional stories, or religious works such as the Bible •evaluate the importance of the traditional source in rendering a modern work of fiction
Resources for Instruction	Allusion Activator Allusion Cornell Notes: Blank and Filled-in Allusion Worksheet Allusions- New Radicals Allusion group songs "Diamonds" Song Lyrics "Love Story" Song Lyrics
Time Allocated	1 day
EQ	How does an author's use of allusion affect the meaning of text?
Activator/Connection/Warm Up	Either project or make copies of the Allusion Activator . Students will read the instructions and using the Allusion Cornell Notes Organizer, attempt to find allusions within Taylor Swift's "Love Story" either independently or with an elbow partner.
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) 	<p>Students will complete the allusion activator. Teacher will review and explain answers..</p> <p>Teacher will model how to analyze allusions using New Radical's "Someday We Will Know" or Rhianna's "Diamonds"--underline the allusions.</p> <p>Teacher will assign the following questions and model how to answer</p>

<ul style="list-style-type: none"> • Guided Instruction/ Differentiated Instruction (We Do) • Independent Practice (You Do) 	<p>the first three text-dependent questions. Students can then work with a partner to answer the rest of the questions using their cell phones to research allusions if needed. (NOTE: These questions are specific to "Someday We Will Know"; if you choose the other song, you will need to create questions.)</p> <ol style="list-style-type: none"> 1. What is the overall meaning of the song? 2. In line 5, the author makes an allusion to Amelia Earhart. What does she have to do with the meaning of the song? 3. Why do you think the author asks the question "Did the captain of the Titanic cry?" What does this have to do with the meaning of the song? 4. What is Atlantis? Why is it the perfect place to allude to in this song? 5. Who were Samson and Delilah? This allusion is quite different from the others in this song. What do you think the author might be implying with this allusion? 6. How do all of these allusion work together to affect the meaning of the text? <p>Teachers will preview the following songs for allusions: "Turn, Turn, Turn" by the Birds, "We Didn't Start the Fire" by Billy Joel, other.</p> <p>Students will work with a peer or in small groups to analyze songs for allusions: "Love Story" by Taylor Swift, "Turn, Turn, Turn" by the Birds, "We Didn't Start the Fire" by Billy Joel.</p> <p>Students directions:</p> <ol style="list-style-type: none"> 1. Read your song and highlight/underline the allusions in your song. 2. Provide a short background (one sentence) for two- three allusions. 3. For those allusions, explain how each one contributes to the meaning of the song. <p>For additional practice or for formative assessment, you may want to use the Allusion Worksheet. It provides a definition for allusion, a sentence with an allusion, a background for the allusion, and students explain what the allusion means in the sentence.</p>
<p>Summarizer/Closure/Evaluation of Lesson</p>	<p>Exit slip</p> <p>On-level: Students will work with their partner to create a new stanza for their song that includes an allusion that they created.</p> <p>Support: Provide students with four allusions that could fit in most songs. Students will pick the allusion that would work best for their song. Explain why in two sentences.</p>

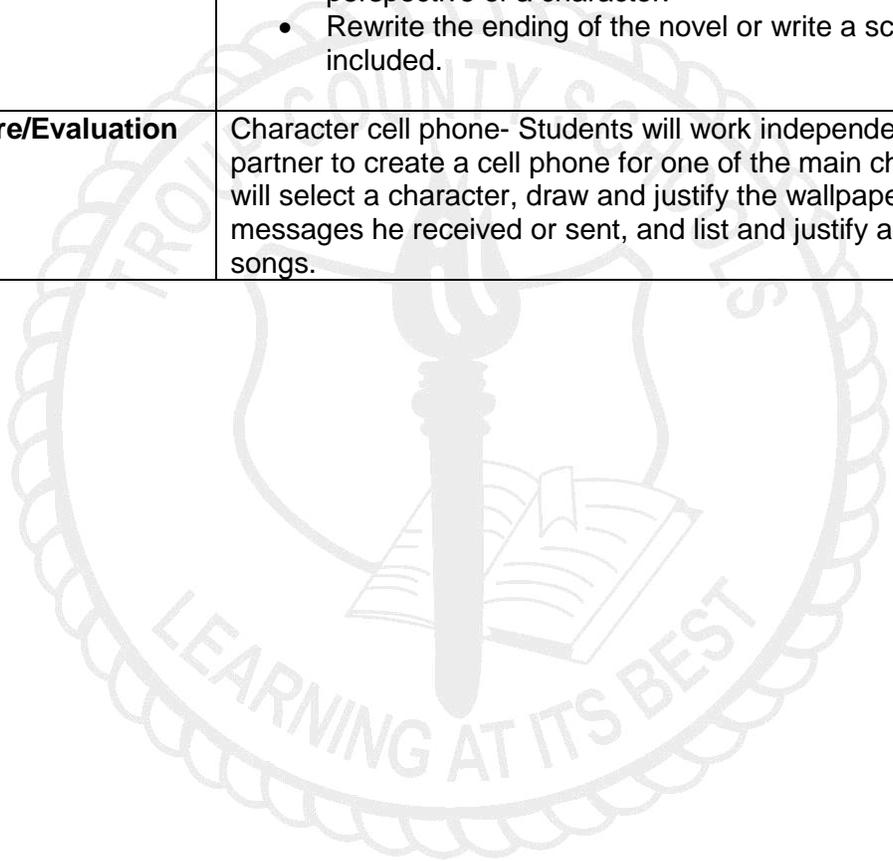
ELA10.2.4 Extended Text

Note: This lesson set begins the extended text for the unit. Lessons that follow will be embedded into the course of this lesson. If you are not doing a specific lesson, reference this.

Learning Target(s):	I can: <ul style="list-style-type: none">• understand that revealing aspects of characters is uncovering their traits or background information about them• analyze characters (e.g., flat, round, static, dynamic, stock, archetype, antihero, etc.) and their traits• differentiate character motivation and analyze how those motivations influence theme or story• recognize how complex characters develop and change over the course of a text• analyze how character interactions can advance the plot and theme of a text
Priority Standards: <ul style="list-style-type: none">• Support Standards• Pre-requisite Learning	ELAGSE9-10RL3: 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. Support Standards: <ul style="list-style-type: none">• ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.• ELAGSE9-10RL2: Determine a theme or central idea of text and closely analyze 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.• ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.• ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Prerequisites: <ul style="list-style-type: none">• recognize changes in the pace of the story or drama• determine the catalyst for any changes in the pace of the story or drama• explain how the dialogue or incident propels the action• analyze events or dialogue for new information about a character• analyze text to determine why a decision was made
Resources for Instruction	Activator: Who Should Survive? Activity Extended Text for unit Character Analysis Graphic Organizers: <ul style="list-style-type: none">• Characterization and Theme Development: How the character(s)—through their actions or lack of, statements, quotes, decisions, etc.—contribute to the theme development.• Character Analysis Mirror Activity• Character Analysis Change and Growth• Dynamic and Static Characters• Flat and Round Characters• Plot Advancement: Types of Conflict and Characterization• Plot Events and the Impact on Character

	<ul style="list-style-type: none"> • Character Actions and Plot Development: How characters' actions and non-actions contribute to plot development <p>Lord of the Flies Text-Dependent Questions Animal Farm Text-Dependent Questions Character Sketch Project</p>
Time Allocated	Four weeks
EQ	<ul style="list-style-type: none"> • How do complex characters develop during the course of a text? How do complex characters interact with other characters? * How do complex characters advance the plot? How do complex characters develop the theme?
Activator/Connection/Warm Up	<p><i>Lord of the Flies</i>—Who Should Survive? Students will work in small group or pairs and read 11 character descriptions. A severe storm has crippled a small ship, the S.S. Guppy, and the only remaining lifeboat has room for only seven people. You have no hope of reaching civilization, but there's a fairly good chance that you can make it to one of many small, uncharted, and unpopulated islands in the area. You may have to remain on such an island for years. Your task is to choose which seven people should be allowed on the lifeboat, and hence, be allowed to survive.</p> <p>This activator can work with any novel that has the theme of survival. Teachers can remove <i>Lord of the Flies</i> from the top of the page if needed.</p>
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/Differentiated Instruction (We Do) • Independent Practice (You Do) 	<p>Teachers will build upon the skills taught in the characterization and plot development and characterization and theme while reading the novel.</p> <p>Students will study the novel through independent readings at home and in class, in-class close readings, and in-class collaborative and/or small group readings.</p> <p>While the reading the novel, the teacher will model how to complete a portion of the common core graphic organizers that focus on characterization, characterization and plot advancement, and characterization and theme development. Students will then work independently, with a peer, or in small groups to complete the graphic organizers. Teachers will lead a wrap-up discussion on the graphic organizers.</p> <p>Students will work in small groups to create a character sketch and an analysis of a character in the novel Each student will work on the sketch and have a job to complete.</p> <p>Job #1: Describe how the character's appearance (clothing, hair, neatness, body shape, tanning) changes as the novel progresses.</p> <ul style="list-style-type: none"> • Provide a description of the character at the beginning. • Compare and contrast the description to the end of the novel. • Explain how these changes in appearance reflect the character's development as the novel progresses. <p>Job #2: List three important events that impacted your character's development. Explain how these events changed your character, and how your character advanced the plot.</p> <p>Job#3: Summarize three important interactions your character has with another character. How did these interactions impact your character's development?</p>

	<p>Job#4: Choose three important quotes from your character (Use direct quotations from the book). Explain how these quotes develop a theme from the novel.</p> <p>Opportunities for Writing during the reading of the novel:</p> <p>Argumentative:</p> <ul style="list-style-type: none"> • Pretend you are a character in the extended text (<i>Lord of the Flies</i>, <i>Animal Farm</i>, or <i>Fahrenheit 451</i>). Write an argumentative speech in which you convince your fellow characters that you are ideal leader material. Use textual evidence to argue how you are a better leader than leaders in the text; for example, Ralph or Jack in <i>Lord of the Flies</i>. <p>Narrative:</p> <ul style="list-style-type: none"> • Select a significant scene from the text and retell it from the perspective of a character. • Rewrite the ending of the novel or write a scene that could be included.
<p>Summarizer/Closure/Evaluation of Lesson</p>	<p>Character cell phone- Students will work independently or with a partner to create a cell phone for one of the main characters. Students will select a character, draw and justify the wallpaper, write 3 text messages he received or sent, and list and justify a playlist of three songs.</p>



ELA10.2.5

<p>Learning Target(s):</p>	<p>I can:</p> <ul style="list-style-type: none"> • Understand that theme or central idea of a text is the message or lesson that the author develops and refines through details • Recognize author's use of motif [recurrent presence of certain character types, objects, settings, or situations] can sometimes help illuminate the theme of a particular text • Analyze how the interrelationships of literary elements influence the development of plot and subplots, complex characters, and themes in text • Analyze how a theme or central idea develops over the course of the text, including evidence from the text as support • Explain how specific details from the text refine or create subtle distinctions that shape the theme • Use a range of textual evidence to support summaries and interpretations of texts (e.g., purpose, plot/subplot, central idea, theme) • Provide an objective summary: summarize the text without using personal opinions or judgments. • Recognize how complex characters develop, interact, and change over the course of a text • Recognize complex characters affect the theme • Differentiate character motivation and analyze how those motivations influence the theme • Analyze how complex characters advance the theme
<p>Priority Standards:</p> <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	<p>Priority Standards:</p> <p>ELAGSE9-10RL3: 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.</p> <p>ELAGSE9-10RL2: Determine a theme or central idea of text and closely analyze 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.</p> <p>Support Standards:</p> <ul style="list-style-type: none"> • ELAGSE9-10RL/RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • ELAGSE9-10RI8: 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. <p>Pre-requisite learning</p> <ul style="list-style-type: none"> • recognize changes in the pace of the story or drama • determine the catalyst for any changes in the pace of the story or drama • explain how the dialogue or incident propels the action • analyze events or dialogue for new information about a character • analyze text to determine why a decision was made
<p>Resources for Instruction</p>	<p>Theme PowerPoint—motivation with fill-in the blank notes</p> <p>Use the same fairy tale- "Goldilocks and the Three Bears" and "Little Red Riding Hood" included or teachers can pick their own from the characterization and plot lesson</p>

	<p>Character and theme graphic organizer "Understanding the Human Herd Mentality"</p> <p>Extended Text (<i>Lord of the Flies</i> was used to develop this lesson; if you have selected a different extended text, modify appropriately)- 8-10 days into the novel.</p> <p>"Do Not Go Gentle into that Good Night" by Dylan Thomas, p. 679</p>
Time Allocated	3-5 days
EQ	<ul style="list-style-type: none"> • How do readers analyze character motivations? • How do complex characters advance the theme?
Activator/Connection/Warm Up	Read "Understanding the Human Herd Mentality" and connect the central idea to one of the novel's themes: survival, leadership, and/or loss of innocence. Which character could best relate to this article?
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/Differentiated Instruction (We Do) • Independent Practice (You Do) 	<p>Teacher will lead a lecture on theme and theme development using a PowerPoint as students complete fill in the blank notes. Students will complete a graphic organizer about theme development at the end of the notes. The PowerPoint provides an overview of theme and how an author develops it.</p> <p>Students will reread the fairy tale from the character/plot lesson and complete an updated graphic organizer that focuses on how the theme is developed and where in the text you come to know the theme.</p> <p>Teacher will lead in-class reading of chapter nine in <i>Lord of the Flies</i> and discussion of characters' motives, how they have changed, and their motives at this point of the novel. Discuss how the character's motives developed over the course of the text, how they changed, and what caused the change. (This can be adapted to use other extended texts).</p> <p>Students will complete the character and theme graphic organizer for all characters.</p>
Summarizer/Closure/Evaluation of Lesson	Students will read Dylan Thomas's "Do Not Go Gentle into that Good Night" poem on p.679 in the textbook. Explain the connection between of "loss of innocence" and Simon's death (or other scene in novel).

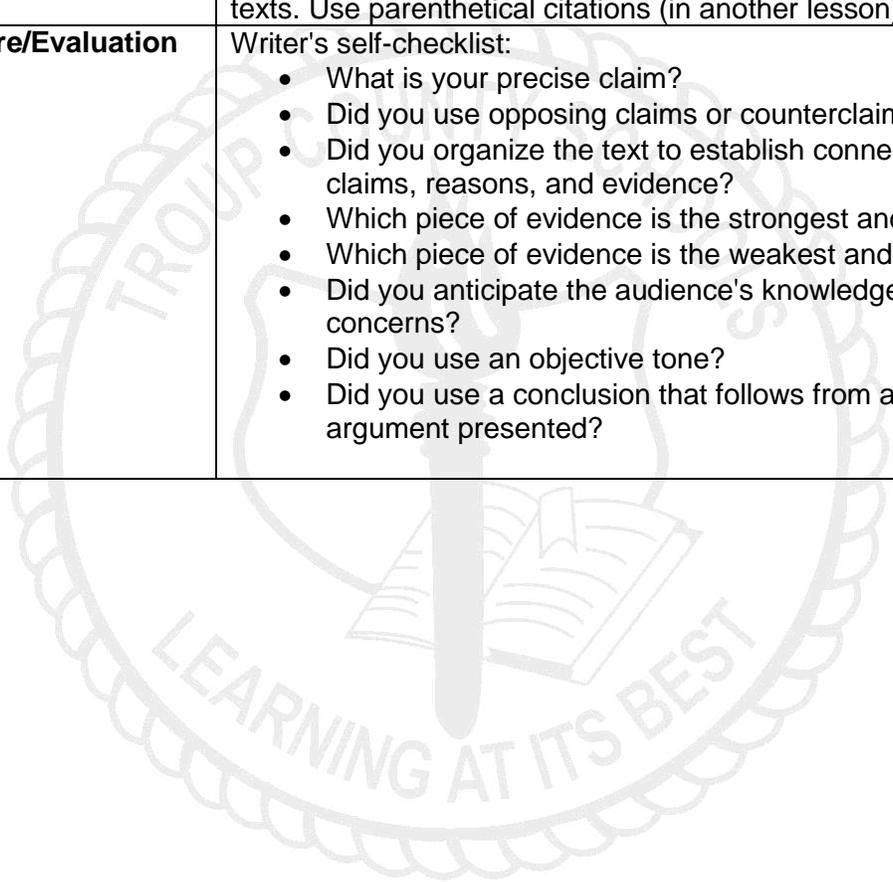
ELA10.2.6

NOTE: This lesson is designed to be used with *Lord of the Flies*, Chapter 9. If a different extended text is used, make modifications as needed to ensure that these standards are taught through that text. The informational texts should still work with the other extended texts; however, you may want to search for one that fits at newsela.com or commonlit.org.

Learning Target(s):	I can: <ul style="list-style-type: none">• know an argument is a logical way of demonstrating that a position, belief, or conclusion is based on reasoning and evidence gained from analysis of a topic or text or analysis of an aspect of a topic or characteristic of a text• know a claim is the writer's specific position on a particular topic or text based on analysis of a topic or text• realize the effectiveness of an argument is grounded in valid reasoning (e.g., deductive, inductive) and appropriate evidence gained from analysis of a topic or text• establish a claim that demonstrates a thorough understanding of a topic or text• structure arguments to support claims using reasons and evidence• interpret and apply evidence that supports claims• anticipate the knowledge and concerns of the audience• clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims• maintain a formal style and objective tone
Priority Standards: <ul style="list-style-type: none">• Support Standards• Pre-requisite Learning	ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Support Standards: <ul style="list-style-type: none">• ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.• ELAGSE9-10RI8: 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.• ELAGSE9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.• ELAGSE9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.• ELAGSE9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and to write and to edit so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. Pre-requisite learning <ul style="list-style-type: none">• determine the relevant reasons and evidence to use for a specific audience• determine which rhetorical devices to use to best support claims in an argument• demonstrate the proper use of rhetorical devices within an argument

Resources for Instruction	Argumentative writing PowerPoint <i>Lord of the Flies</i> or other extended text Informational texts: <ul style="list-style-type: none"> • "Understanding the Human Herd Mentality" • "Are Humans Wired to Survive?" • "Alive Summary" Model Counterargument
Time Allocated	5 days (includes reading and writing components)
EQ	•How do I write arguments to support claims using valid reasoning and relevant and sufficient evidence?
Activator/Connection/Warm Up	Students will compile of a list of meanings for the word arguments. Teacher will lead a discussion on student answers and write them on the board.
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/Differentiated Instruction (We Do) • Independent Practice (You Do) 	<p>Teacher will lead discussion of argument writing through the use of a PowerPoint that focuses on the elements of argumentative writing-claim, counterclaim, analysis, relevant evidence, reasons, and how to write the parts of an argumentative essay. Students will take notes.</p> <p>Teacher will use a model text "Understanding the Human Herd Mentality" to classify the parts of argumentative writing using parts A-E of the standard.</p> <p>What is the precise claim? Does the author use opposing claims or counterclaims? How does the author organize the text to establish connections among the claims, reasons, and evidence? Which piece of evidence is the strongest and why? Which piece of evidence is the weakest and why? Does the author anticipate the audience's knowledge level and concerns? Does the author use an objective tone? Does the author use a conclusion that follows from and supports the argument presented?</p> <p>Students will work with a collaborative pair to read "Are Humans Wired to Survive?" and answer the same questions as above.</p> <p>Students will independently read the overview of <i>Alive</i> and answer text-dependent questions about vocabulary, tone, the strongest piece of evidence about survival, and connect the text to "Are Humans Hard Wired to Survive."</p> <p>After reading chapter 9 of the novel, students will independently write short argumentative writing (1-2 paragraphs) on who is the most responsible for Simon's death. Students should write and underline their precise claim, provide supporting claims, reasons and evidence, and write in an objective tone. After writing, students will exchange papers and peer edit and revise using the peer editing checklist.</p> <p>Teacher will lead discussion of how to write a counterargument using a model paragraph: This will include where to place it in an essay, how to introduce the counterargument, how to refute the other side's claims, and how to introduce the refutation.</p>

	<p>Students will use the model paragraph to write a counterargument for the paragraph on who is the most responsible for Simon's death. After writing, students will exchange paper and peer edit and revise using the peer editing checklist.</p> <p>Writing Assignment: After reading chapter nine of <i>Lord of the Flies</i>, "Are Humans Wired for Survival," "Alive," and "The Human Herd Mentality," write an argument that examines which human characteristic is the most responsible for Simon's death. Use a precise claim, support the precise claim with supporting claims, reasons, and evidence from the texts. Be sure to write a counterargument that addresses the claims and reasons of the other side and then refutes these claims, and a conclusion, that follows from and supports the argument presented. Be sure to use an objective tone throughout your writing. Cite evidence from the novel and at two of the informational texts. Use parenthetical citations (in another lesson).</p>
Summarizer/Closure/Evaluation of Lesson	<p>Writer's self-checklist:</p> <ul style="list-style-type: none">• What is your precise claim?• Did you use opposing claims or counterclaims?• Did you organize the text to establish connections among the claims, reasons, and evidence?• Which piece of evidence is the strongest and why?• Which piece of evidence is the weakest and why?• Did you anticipate the audience's knowledge level and concerns?• Did you use an objective tone?• Did you use a conclusion that follows from and supports the argument presented?



ELA10.2.7

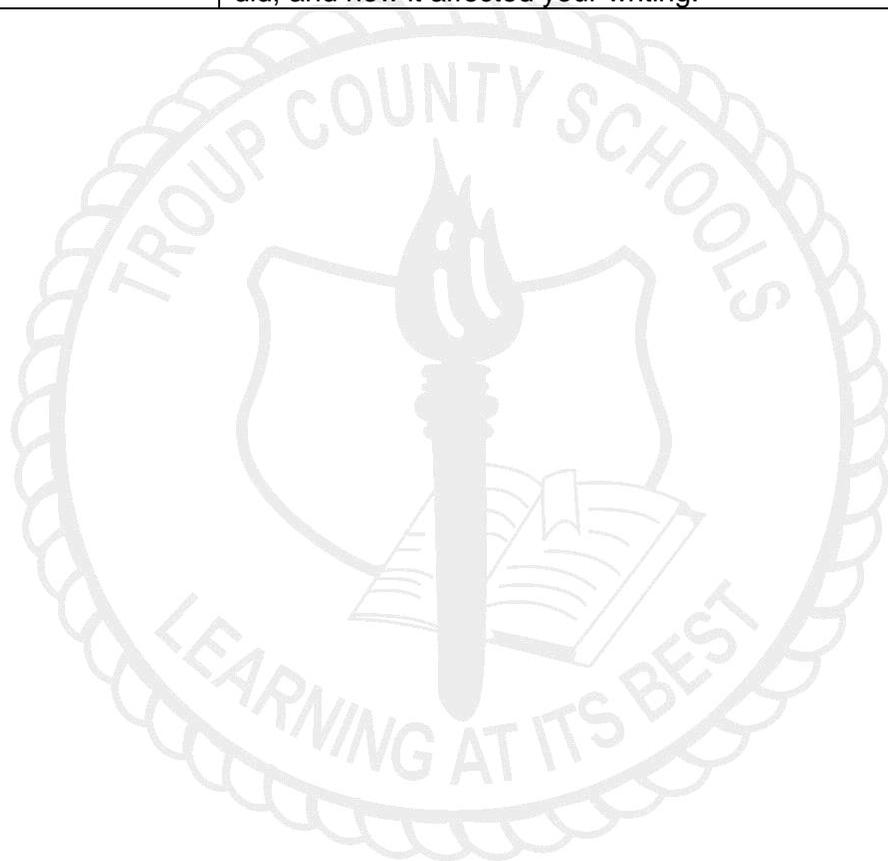
Learning Target(s):	I can: <ul style="list-style-type: none"> • know that parallel structure adds clarity to writing and speaking • know that parallel structure means using the repetition of a chosen grammatical form within a sentence. • know that parts of sentences that function the same should be structured similarly. • use parallel structure in writing and speaking • demonstrate command of standard English grammar and usage when using parallel structure
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	ELAGSE9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use parallel structure.*
Resources for Instruction	Parallelism Prezi Parallelism worksheet Grammar Exercise Workbook- <i>Prentice Hall Writing and Grammar- 10th grade</i> , pages 103-106.
Time Allocated	1 day
EQ	How does an author's use of parallelism add clarity to writing?
Activator/Connection/Warm Up	Students will read an overview of parallelism independently, and then choose between two sentences to determine which one uses parallelism on the Parallelism Worksheet (1-6b).
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/ Differentiated Instruction (We Do) • Independent Practice (You Do) 	<p>Teacher will lead a review of the activator and how the examples that use parallelism add clarity to writing. Teacher may access Parallelism Prezi to help clarify the concept.</p> <p>Teacher may want students to work in groups to mimic the concepts that were used in the Prezi.</p> <p>OR</p> <p>Students will work with a partner to answer questions 7-20 on the Parallelism worksheet or pages 103-106 in the Grammar Exercise Workbook.</p> <p>Teacher will review answers and discuss how parallelism adds clarity to writing.</p> <p>Students will independently write 1 paragraph and use an example of parallel structure within the paragraph. Students should underline examples of parallel structure.</p>
Summarizer/Closure/Evaluation of Lesson	TOTD: How did your use of parallelism add clarity to your writing?

ELA10.2.8

Although this lesson is listed at this point, it may be embedded throughout the unit. Students should strive to incorporate sentence variety in their writing.

Learning Target(s):	I can: <ul style="list-style-type: none"> • recognize that phrases and clauses clarify meaning in writing or presentations • recognize that various phrases and clauses add variety and interest to writing or presentations • determine where and when to use phrases as modifiers in writing or presentations • determine where and when to use clauses as modifiers in writing or presentations • use a variety of phrases and clauses to convey specific meanings in writing or presentations • use varied types of phrases and clauses to add variety and interest to writing or presentations
Priority Standards: <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	ELAGSE9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> b. 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.
Resources for Instruction	<p>The following resources are available for use. They should not be given all at one time, but used throughout the unit.</p> <p>Grammar Exercise Workbook- <i>Prentice Hall Writing and Grammar- 10th grade</i>- ch. 20</p> <p>Notes on Phrases and Clauses</p> <p>Adverbial Phrases</p> <p>Prepositional Phrases</p> <p>What Kind of Dependent Clause Is It?</p> <p>Add a Dependent Clause to an Independent Clause</p> <p>Add an Independent Clause to a Dependent Clause</p> <p>Semicolons and Commas with Conjunctive Adverbs</p> <p>Conjunctive Adverbs and Independent Clauses</p> <p>Semicolon and Independent Clauses</p>
Time Allocated	1 day (with additional time for activities to be embedded in unit)
EQ	How does using various phrases and clauses affect writing?
Activator/Connection/Warm Up	<p>Students will read a paragraph written in all simple sentences, and be asked to identify what is wrong with the paragraph:</p> <p>Bob and Jay went to the lake. They were going fishing. There seemed to be no one around. They chose the best spot to fish. They began to bait their hooks. There was a loud crash. There was a scream. Bob and Jay looked up. They saw something moving in the water. They saw a hand waving. Someone had fallen into the water.</p>
Instructional Delivery <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) 	<p>Teacher will lead a lecture on phrases and clauses while students take notes. It may be helpful to provide information in the form of a PowerPoint or Prezi.</p>

<ul style="list-style-type: none"> • Guided Instruction/ Differentiated Instruction (We Do) 	<p>Teacher will lead a review of the activator and discuss how lack of sentence variety creates boring writing, while a variety of phrases and clauses adds interest.</p> <p>Students will complete a sampling of phrases and clauses practice from the Grammar workbook from pages 57-80.</p> <p>Based on the results of this practice, students will be assigned to complete a worksheet from their weakest area.</p>
<ul style="list-style-type: none"> • Independent Practice (You Do) 	<p>Rewrite the activator paragraph using at least two different types of phrases or clauses in different colors. Identify the types used. Explain how using different types of phrases and clauses affected your writing.</p>
<p>Summarizer/Closure/Evaluation of Lesson</p>	<p>Use your argumentative writing and rewrite sentences to include a variety of phrases and clauses. Explain why you made the changes you did, and how it affected your writing.</p>



ELA10.2.9

<p>Learning Target(s):</p>	<p>I can:</p> <ul style="list-style-type: none"> • understand theme or central idea of a text is the message or lesson that the author develops and refines through details • understand author's use of motif [recurrent presence of certain character types, objects, settings, or situations] can sometimes help illuminate the theme of a particular text • analyze how the interrelationships of literary elements influence the development of plot and subplots, complex characters, and themes in text • analyze how a theme or central idea develops over the course of the text, including evidence from the text as support • explain how specific details from the text refine or create subtle distinctions that shape the theme • use a range of textual evidence to support summaries and interpretations of texts (e.g., purpose, plot/subplot, central idea, theme) • provide an objective summary: summarize the text without using personal opinions or judgments
<p>Priority Standards:</p> <ul style="list-style-type: none"> • Support Standards • Pre-requisite Learning 	<p>ELAGSE9-10RL2: Determine a theme or central idea of text and closely analyze 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.</p> <p>Support Standards:</p> <ul style="list-style-type: none"> • ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • ELAGSE9-10RL3: 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. <p>Prerequisites:</p> <ul style="list-style-type: none"> • infer the theme or central idea of a text, based on the text's setting, plot, and characters • analyze the development of a theme over the course of a text, determining when it first appears and when it is reinforced by events or characters in the text • explain how the characters, setting, and/or plot support the development of a theme • determine the main idea(s) in a text and use them in an objective summary
<p>Resources for Instruction</p>	<p><i>Lord of the Flies</i>- after finishing the reading The Grasshopper and the Ant "The Masque of the Red Death" (p. 371 in textbook) "The Masque of the Red Death" text-dependent questions</p>
<p>Time Allocated</p>	<p>2 days</p>
<p>EQ</p>	<p>•How do authors use symbolism and allegory to develop the theme of the text?</p>
<p>Activator/Connection/Warm Up</p>	<p>Students will read an Aesop's fable, identify symbolic characters, and how those characters develop the theme of survival.</p>

<p>Instructional Delivery</p> <ul style="list-style-type: none"> • Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) • Guided Instruction/Differentiated Instruction (We Do) • Independent Practice (You Do) 	<p>Teacher will lead students on a discussion of the fable and how the grasshopper and ant characters symbolize proactive and procrastination and how they teach the theme of survival.</p> <p>Teacher will discuss how <i>Lord of Flies</i> (or <i>Animal Farm</i>) is an allegory for the theme of survival and how the symbols in the novel contribute to building the allegory.</p> <p>Students will read "The Masque of the Red Death" and answer text dependent question about how symbolism and allegory contribute to the theme of the text: survival/you can't escape death.</p> <p>Students will complete the Masque of the Red Thematic Assignment individually (Mask Summarizer below).</p>
<p>Summarizer/Closure/Evaluation of Lesson</p>	<p>Mask summarizer- Choose a character from <i>Lord of the Flies</i>. Using the color symbolism chart from "Masque of the Red Death", pick 3-4 colors that represent him. Create a mask using those colors. In two paragraphs, explain how those colors relate to that character and his impact on the theme. Cite textual evidence.</p>

