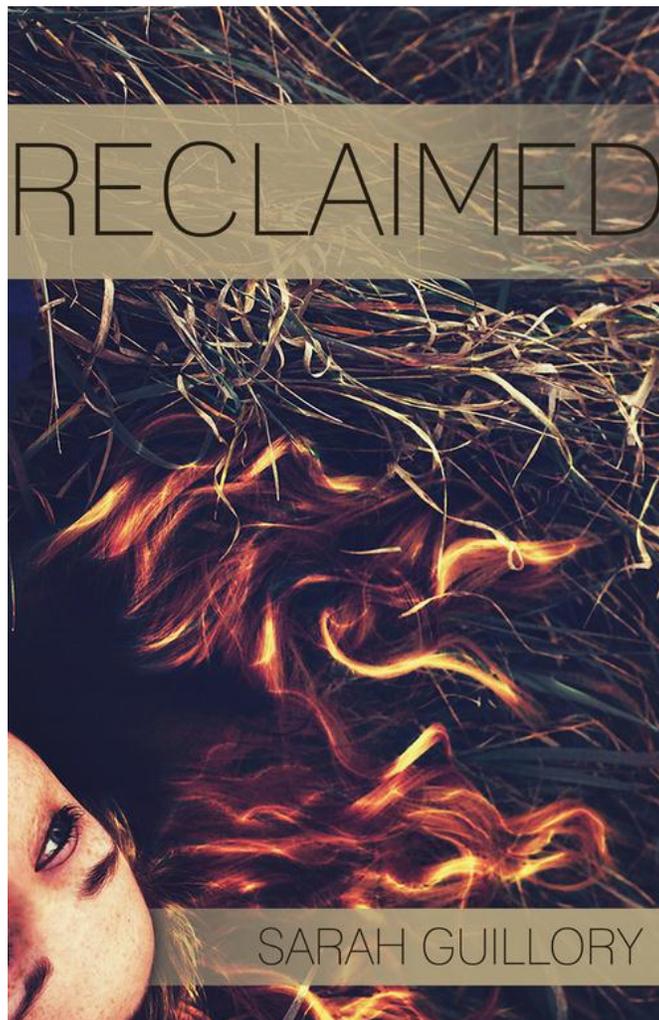


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**Common Core Unit**



## COMMON CORE STANDARDS

These are the standards addressed during this unit. I used the English Language Standards for grades 9-10, but the unit can be adapted for grades 8-12. As an educator, you know that more can be added by creating presentations, research projects, etc. This is just a starting point. Feel free to email me at [sarahguillory1@gmail.com](mailto:sarahguillory1@gmail.com) with any questions.

### Key Ideas and Details

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- CCSS.ELA-Literacy.RL.9-10.1 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.9-10.2 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.9-10.3 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.

### Craft and Structure

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- CCSS.ELA-Literacy.RL.9-10.4 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).
- CCSS.ELA-Literacy.RL.9-10.5 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.

### Text Types and Purposes

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- CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.W.9-10.1a 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.9-10.1b 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.
- CCSS.ELA-Literacy.W.9-10.1c 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.9-10.1d 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.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.
- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - CCSS.ELA-Literacy.W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - CCSS.ELA-Literacy.W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - CCSS.ELA-Literacy.W.9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - CCSS.ELA-Literacy.W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - CCSS.ELA-Literacy.W.9-10.2e 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.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### **Production and Distribution of Writing**

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- CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- CCSS.ELA-Literacy.W.9-10.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)
- CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

### **Range of Writing**

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- CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Comprehension and Collaboration**

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- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - CCSS.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - CCSS.ELA-Literacy.SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

### **Conventions of Standard English**

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- CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - CCSS.ELA-Literacy.L.9-10.1a Use parallel structure.\*

- CCSS.ELA-Literacy.L.9-10.1b 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.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-Literacy.L.9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- CCSS.ELA-Literacy.L.9-10.2b Use a colon to introduce a list or quotation.
- CCSS.ELA-Literacy.L.9-10.2c Spell correctly.

### **Knowledge of Language**

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- CCSS.ELA-Literacy.L.9-10.3 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.
- CCSS.ELA-Literacy.L.9-10.3a 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.

### **Vocabulary Acquisition and Use**

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- CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- CCSS.ELA-Literacy.L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- CCSS.ELA-Literacy.L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- CCSS.ELA-Literacy.L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- CCSS.ELA-Literacy.L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- CCSS.ELA-Literacy.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- CCSS.ELA-Literacy.L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- CCSS.ELA-Literacy.L.9-10.5b Analyze nuances in the meaning of words with similar denotations.
- CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

(Standards taken from Common Core Initiative - <http://www.corestandards.org/>.)

## ***Reclaimed Vocabulary***

Use a dictionary to define the following words. Make sure to use the definition that most closely matches the use of the word in the book. Then write a sentence using the word in such a way that the meaning of the word can be understood.

reclamation  
redemption  
atone  
amenities  
parasitic  
decompose  
warrant  
metamorphosis  
cataclysmic  
mediocrity  
stifling  
shroud  
inadequate  
feral  
compensate  
treacherous  
salvaged  
prestige  
coercion  
irreverent

## *Reclaimed* Discussion Questions

Answer the questions in complete sentences. Be sure to provide textual evidence to support your answer.

1. “October had tremendous possibility.” The opening line sets the tone for the prologue, as well as the entire book. Discuss the hope each character finds within the story.
  
2. Jenna’s motivation throughout the novel is to leave her small town. Discuss all the things Jenna is trying to escape and how that motivates her throughout the novel.
  
3. Discuss the twins’ relationship with their mom. How does their mom treat them as individuals? Why the difference?
  
4. Jenna likes each of the boys for different reasons. Discuss her relationship with both Ian and Luke, analyzing why she is attracted to each and what she gains from the relationship.
  
5. Likewise, Ian and Luke both fall for Jenna for different reasons. Discuss how each of them see Jenna and why they are drawn to her.
  
6. Ian and Luke have a complicated relationship. Discuss how their relationship has changed over the years. How do they view each other now?
  
7. Discuss Mops. How does she add to Jenna’s life?
  
8. Jenna’s friend Becca is present only through Jenna. Even though she is mostly absent, what is her role in the novel?
  
9. Find at least one symbol in the novel and analyze its significance.
  
10. There are numerous examples of foreshadowing. Find at least three specific examples of foreshadowing and discuss how they add to the overall effect.

11. Secrets are a common idea in the novel. Discuss how the author uses secrets to both develop character and further the plot.

12. Setting is an important part of *Reclaimed*. Discuss the setting, including how each of the characters feels about Solitude and how they interact with their environment.

13. Discuss the significance of the tree house.

14. There are several allusions to literature in the novel, from Jenna's quotes on her ceiling, to the books Mops gives her. Discuss the significance of each.

15. Discuss how each of the character's conflicts was resolved. Were you satisfied with the resolution?

**SPOILERS AHEAD:  
IF YOU HAVEN'T FINISHED RECLAIMED, DO NOT MOVE ON UNLESS YOU WANT  
TO SPOIL THAT WONDERFUL MOMENT OF DISCOVERY THAT  
MOST READERS ENJOY.**

I'M SERIOUS. DO NOT MOVE AHEAD UNLESS YOU  
HAVE FINISHED READING RECLAIMED.

YOU AREN'T THE TYPE OF PERSON TO READ THE LAST  
PAGE OF A BOOK BEFORE STARTING IT, ARE YOU?

OKAY. DON'T SAY I DIDN'T WARN YOU.



Use the study of *Reclaimed* as a sort of anticipatory set before introducing classic literature with the same themes. Students should have read, written about, and thoroughly discussed *Reclaimed* before moving onto one or both of the classic texts. Discussions on the novels and supporting texts should be both small and whole group.

(Poetry to connect to *Reclaimed* both during and after the novel study)

“Out, Out” by Robert Frost

“Funeral Blues” by WH Auden

“Grief” Stephen Dobyns

“The Trees” by Philip Larkin (discuss how the idea of rebirth is seen in *Reclaimed*)

“Redemption Song” by Kevin Young (which also invokes the atmosphere of *Reclaimed*)

“We Are Many” by Pablo Neruda (discuss how this poem can apply to each character in the novel, in particular Jenna, Ian, and Luke.)

“In Plaster” by Sylvia Plath

Classic Literature:

*Frankenstein* by Mary Shelley

*The Strange Case of Doctor Jekyll and Mr. Hyde* by Robert Louis Stevenson

(You could also read *The Picture of Dorian Gray* by Oscar Wilde. There is no end of literature which looks at man’s duality and his role as both saint and sinner.)

Essay Topics:

Discuss character motivation in *Reclaimed*. Examine each of the three main characters, determine what motivates them, and discuss what and how they find that in the novel.

Why is the idea of a split self, one being evil, a recurring one in literature? Be sure to use at least two separate pieces of literature and provide ample evidence from the text to support your argument.

Compare/contrast *Reclaimed* and *Frankenstein*. (Students should examine not only character, but the fact that a main character creates another one out of grief.)

Discuss how grief and guilt drive both *Frankenstein* and *Reclaimed*.

Analyze the duality in *Jekyll and Hyde*, then connect it to *Reclaimed*. Which one is Jekyll, and which one is Hyde? Why?

Read about Freud’s id, ego, and superego, then analyze both *Jekyll and Hyde* and *Reclaimed*, discussing how these are seen in the novels and how they drive both character and plot.

Critical readings:

“Victor Frankenstein’s Dual Role” by William A. Walling (Found in *Modern Critical Views: Mary Shelley*, edited by Harold Bloom.)

Discuss this quote from the monster in *Frankenstein* “Oh, Frankenstein, be not equitable to every other and trample upon me alone, to whom thy justice, and even thy clemency and affection, is

most due. Remember that I am thy creature; I ought to be thy Adam, but I am rather the fallen angel, whom thou drivest from joy for no misdeed.” (Chapter 10) Discuss how this same idea is seen in *Reclaimed*, particularly in the climax.

Newspaper article:

“Gothic fiction tells us the truth of our divided natures”

<http://www.theguardian.com/commentisfree/2011/nov/27/gothic-fiction-divided-selves>

Short Stories:

“William Wilson” by Edgar Allen Poe

“Markheim” by Robert Louis Stevenson