

Use your grade-level curriculum map to determine the reading and writing focuses of your unit and the numbers and types of assessments

READING FOCUS : _____ Informational _____ (Literary or Informational)

THEME: Overcoming Adversity

ONE EXTENDED INFORMATIONAL TEXT: *The Glass Castle* by Jeanette Walls

SHORT TEXTS FROM AMERICAN OR WORLD LITERATURE:

1. "Rules of the Game" - Amy Tan. 272
2. "The Necklace" by Guy de Maupassant pg. 608
3. "Dream Deferred" and "Dreams" by Langston Hughes p. 904-5
4. Excerpt from *The Talk Funny Girl* by Roland Merullo <http://www.scribd.com/doc/58393792/The-Talk-Funny-Girl-by-Roland-Merullo-Excerpt>
5. *Speak* - Laurie Halse Anderson (not a short text - but a nice counterpart to the theme of shame/keeping secrets)

SHORT INFORMATIONAL TEXTS INCLUDING PRIMARY AND SECONDARY SOURCE DOCUMENTS FROM U.S. AND WORLD HISTORY:

1. "My Alcoholic Father" – Personal essay about the impact an alcoholic parent has on a child. <http://www.guardian.co.uk/lifeandstyle/2009/oct/17/father-died-young>
2. "Homeless Families Cloaked in Normalcy" NYT Article about Homeless Children <http://www.nytimes.com/2012/02/05/nyregion/ordinary-families-cloaked-in-a-veil-of-homelessness.html?pagewanted=all>
3. Bethany Hamilton – Two articles about the Surfer who lost her arm to a shark attack. These reinforce the theme of putting the past behind you and moving forward.
<http://www.guardian.co.uk/sport/2009/jun/28/bethany-hamilton-surfing>

<http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-050911-Bethany.pdf>

4. Excerpt from *Running With Scissors* – This early section from Burroughs’ memoir deals with the complexity of parent/child relationships – especially the parent is charismatic and unstable. <http://www.npr.org/books/titles/137882045/running-with-scissors-a-memoir#excerpt>

SUPPLEMENTAL MATERIALS:

Movies:

The Great Santini Rated PG <http://www.imdb.com/title/tt0079239/> As he approaches manhood, Ben Meechum struggles to win the approval of his demanding alpha male father, an aggressively competitive, but frustrated marine pilot.

The Mosquito Coast Rated PG Trailer: <http://www.youtube.com/watch?v=2t1z-gRiNm0>

Allie Fox has never been a man to do things by the book. An avid inventor, he is a troubled genius given to intense moods and an incredible drive. Seemingly on a whim, he shifts his family to the jungles of Central America, telling his children that America "is gone". Determined to create a civilization better than the one he has abandoned, Fox's obsession and mania might pull his family through, or it might pull them apart.

Winter's Bone Rated R for (negative) depictions of drug use, infrequent strong language. Parent permission required to view parts of this film. Trailer http://www.youtube.com/watch?v=bE_X2pDRXyY

Winner of the 2010 Sundance Film Festival's Grand Jury Prize and Waldo Salt Screenwriting Award, this tense, naturalistic thriller follows 17-year-old Ree Dolly as she confronts the local criminal underworld and the harsh Ozark wilderness in order to track down her father, who has put up the family homestead for his bail.

Photography:

Child Poverty Photo Series <http://www.harveyfinkle.com/photos/child-poverty/>

You Tube:

Short video with statistics on homelessness: <http://www.youtube.com/watch?v=5TelyWI6oko>

60 minutes – Extended feature on homeless children: http://www.youtube.com/watch?v=dK_RnxYdrqU

Jeanette Walls on Oprah: http://www.youtube.com/watch?v=naAy_juIOQk
“When we hold secrets we create shame”

WRITING FOCUS: Informational

ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)

Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.

Select from the following prompts based on student interest and level:

1. Watch one of the suggested films in class (or a similar film selected by the instructor) and compose a comparison essay that compares either characters or theme in the film with characters and theme in *The Glass Castle*.

Instructions on writing a literary comparison: <http://www.nvcc.edu/home/ataormina/eng256/support/litcompare.htm>

STANDARDS: ELACC9-10W2: 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.

- a. 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.
- b. 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.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. 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).

ELACC9-10RL3: 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.

ELACC9-10RL2: Determine a theme or central idea of 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.

2. View a gallery of images of child poverty:

Child Poverty Photo Series <http://www.harveyfinkle.com/photos/child-poverty/>

Have students compose a photograph analysis essay. The following questions could help guide their writing:

- What do you see, think, and feel when you look at this photograph?

wolf by road see the expressions of people deep

Have students create an announcement to be read on the morning news to raise awareness of the issue of homelessness.

STANDARDS:

ELACC9-10RI7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in each account.

ELACC9-10RI8: 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.

ELACC9-10W2: 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.

- a. 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.
- b. 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.
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- f. 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).

5. Read the excerpt from *The Talk Funny Girl* by Roland Merullo <http://www.scribd.com/doc/58393792/The-Talk-Funny-Girl-by-Roland-Merullo-Excerpt> At the end of this passage, the narrator reflects about what her experience growing up in an abusive home taught her. Next, read "Rules of the Game" - Amy Tan. 272. Work with a group to create a powerpoint presentation about five life lessons ("rules of the game") that Jeanette Walls' book can teach us. Support each one with a quote from the book.

ELACC9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC9-10RL2: Determine a theme or central idea of 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.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELACC9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

ELACC9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- b. Use a colon to introduce a list or quotation.

6. Read "Dream Deferred" and "Dreams" by Langston Hughes p. 904-5 and write a character analysis of Jeanette Wallis' father. How to Write a Character Analysis: <http://www.teachingcollegeenglish.com/2008/02/28/how-to-write-a-character-analysis-and-a-personnel-review/>

STANDARDS:

ELACC9-10RL3: 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.

ELACC9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC9-10W10: 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.

7.

(UP TO TWO ADDITIONAL ANALYSIS PROMPTS PER UNIT AT INSTRUCTOR DISCRETION)

NOTE: AT LEAST 3 OF THE MINIMUM OF 4 ANALYSIS ESSAYS MUST BE WITH THE GENRE FOCUS IDENTIFIED FOR THE UNIT

NARRATIVE/RESEARCH/ROUTINE WRITING

1. RESEARCH:

Research and create a public service announcement about a social issue that you think your classmates should be aware of. You may choose to create an issue from the book such as mental illness, homelessness, child poverty, alcoholism – or you may create the PSA on another topic of your choice. You must include multimedia elements and correctly cited research and you must use at least both colons and semicolons correctly.

EXAMPLE: Short video with statistics on homelessness: <http://www.youtube.com/watch?v=5TelyWI6oko>

STANDARDS: ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELACC9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

ELACC9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

d. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

2. NARRATIVE: Watch Jeanette Walls on Oprah:

Jeanette Walls on Oprah: http://www.youtube.com/watch?v=naAy_juIOQk

At the end of the segment, Oprah states: "When we hold secrets we create shame". Compose a first-person narrative about a character keeping a secret that you may wish to read parts of the novel *Speak* by Laurie Halse Anderson as a mentor text.

STANDARDS:

ELACC9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

3. NARRATIVE: Read "My Alcoholic Father" – Personal essay about the impact an alcoholic parent has on a child.

<http://www.guardian.co.uk/lifeandstyle/2009/oct/17/alcoholic-father-died-young> and the excerpt from *Running With Scissors* – This early section of Burroughs' memoir deals with the complexity of parent/child relationships – especially when the parent is charismatic and unstable.

<http://www.npr.org/books/titles/137882045/running-with-scissors-a-memoir#excerpt>

WRITING/JOURNAL PROMPT: Write about a vivid memory you have of one of your parents. Use as much sensory detail as you can. After you've written the memory, briefly reflect about WHY that moment made such an impression on you.

STANDARDS: ELACC9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

4. NARRATIVE: Read two articles about Bethany Hamilton -the Surfer who lost her arm to a shark attack. These reinforce the theme of putting the past behind you and moving forward.

<http://www.guardian.co.uk/sport/2009/jun/28/bethany-hamilton-surfing>

<http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-050911-Bethany.pdf>

Compose a narrative about a time when you faced an obstacle and overcame it.

STANDARDS: ELACC9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 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.**
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**

RESEARCH CONNECTION(S)

Homelessness Poverty Mental Illness Alcoholism

ROUTINE WRITING Notes, summaries, process journals, and short responses across **all genres**

- Annotate texts using one of the many note-taking techniques available
- Journal entries based on texts
- Graphic organizers and hand-outs to guide students to write and organize thoughts and ideas