

# TCSS

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

**Troup County School System**  
**English/Language Arts Curriculum Map**  
**American Literature and Composition**  
**Thematic Unit # 4—Perseverance and Promise**

<p><b>Big Idea / Unit Goal:</b></p> <ul style="list-style-type: none"><li>The goal for this unit is to explore and analyze the theme of Perseverance and Promise across American literary and informational texts from the Harlem Renaissance and Post-Modernism with an in-depth focus on GSE priority standards.</li></ul> <p><b>Length of Unit:</b></p> <ul style="list-style-type: none"><li>45 Days</li></ul> <p><b>Unit 4 Checklist</b></p>	<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"><li>How does literature shape or reflect society?</li><li>How does analyzing texts help me to understand better?</li><li>How does an author's perspective and experience affect his writing?</li></ul> <p><b>Priority Standards:</b></p> <ul style="list-style-type: none"><li><a href="#">RL2</a>, <a href="#">RL3</a></li><li><a href="#">RI2</a></li><li><a href="#">W2</a></li></ul> <p><b>Priority Standards:</b></p> <ul style="list-style-type: none"><li><a href="#">RL1</a>, <a href="#">RL4</a>, <a href="#">RL5</a>, <a href="#">RL6</a>, <a href="#">RL7</a>, <a href="#">RL9</a></li><li><a href="#">RI1</a>, <a href="#">RI3</a></li><li><a href="#">SL1</a></li></ul>
<p><b>Reading Focus: Literary</b></p> <p><b>Text Resources:</b></p> <p><b>Extended Text:</b></p> <ul style="list-style-type: none"><li><i>A Raisin in the Sun</i> by Lorraine Hansberry</li></ul> <p><b>Short Texts (Mixture of Literary and Informational thematically connected texts. Unless otherwise noted, these texts are from <i>Prentice Hall Literature, The American Experience</i>):</b></p> <ul style="list-style-type: none"><li>Harlem Renaissance Literature p. 896</li><li>Other outside resources for the Harlem Renaissance<ul style="list-style-type: none"><li>Langston Hughes<ul style="list-style-type: none"><li><a href="#">"Laughs"</a></li><li><a href="#">"Minstrel Man"</a></li><li><a href="#">"Railroad Avenue"</a></li><li><a href="#">"Dreams"</a></li><li><a href="#">"Dream Keeper"</a></li><li><a href="#">"Harlem"</a> (a/k/a "A Dream Deferred")</li><li><a href="#">"One Christmas Eve"</a></li></ul></li><li>Zora Neale Hurston's<ul style="list-style-type: none"><li><a href="#">"Color Struck"</a></li></ul></li><li><a href="#">Excerpts from Harlem Rent Parties</a> Informational Text</li></ul></li><li><a href="#">"Segregated from its History, How Ghetto Lost its Meaning"</a></li><li><a href="#">"Stereotypes and the Self-Fulfilling Prophecy"</a></li><li><a href="#">"Ain't I a Woman?"</a></li><li>"A Worn Path" by Eudora Welty p.848 "</li><li>"Courage" by Anne Sexton p. 1053</li></ul>	<p><b>Writing Focus: Informative/Explanatory</b></p> <p><b>Primary Writing Tasks (at least 3 of these should be in the unit focus):</b></p> <ul style="list-style-type: none"><li>After reading "A Worn Path," write an essay about what makes Phoenix Jackson persevere on her journey when obstacles try to deter her? Cite textual evidence support your claim.</li><li>Students will write an extended constructed response about the importance of perseverance in overcoming obstacles using two of the nonfiction texts. Students will develop their own argument, but must use evidence from both texts.</li><li>After reading <i>A Raisin in the Sun</i>, write an essay in which you compare and contrast the development of Beneatha and Walter as dynamic characters within the course of the play, citing evidence from the text to support your claim.</li><li>After reading several texts in the unit, write an essay in which you analyze the common trait among the strong, female characters in the selections. Cite textual evidence.</li></ul> <p><b>Narrative Writing Tasks:</b></p> <ul style="list-style-type: none"><li>Write about a strong role model in your life and how he/she has influenced you.</li><li>Write about someone you know who has overcome adversity.</li></ul> <p><b>Research Connections:</b></p> <ul style="list-style-type: none"><li>Research a strong historical figure that best represents the theme of perseverance and promise. Support your claim with cited research evidence in a multimedia presentation.</li></ul>

# TCSS

- “Everyday Use” by Alice Walker p. 1312
- [“Does it Matter if Schools are Racially Integrated?”](#)
- [“Decades Later, Desegregation Still on the Docket in Little Rock”](#)

### Additional Materials:

- [Harlem Renaissance PowerPoint](#)
- CNN's Heroes series video clips
- [Focus areas for growth in standards](#)

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

- Journals
- Short responses

### Lessons for Unit 4 (all lessons are hyperlinked below):

- [ELA11.4.1](#): Focus on determining and analyzing two or more themes, determining word meanings and impact, and demonstrating knowledge of 20<sup>th</sup> century foundational works of American literature (RL2, RL4, RL9)
- [ELA11.4.2](#): Focus on determining and analyzing two or more themes, citing textual evidence, analyzing complex ideas to explain interactions, and writing explanatory/informational texts, (RL2, RL3, RL1, RI1, RI3, W2)
- [ELA11.4.3](#): Focus on analyzing impact of author’s choices, analyzing multiple interpretations of information, citing textual evidence, determining and analyzing two or more themes, determining meanings and impact of words and phrases, analyzing impact of structure, analyzing effects of point of view, demonstrating knowledge of 20<sup>th</sup> Century foundational works of American literature, and writing explanatory/informational texts, (RL3, RL7, RI1, RL2, RL4, RL5, RL6, RL9, W2)
- [ELA11.4.4](#): Focus on determining and analyzing two or more central ideas, citing strong and thorough textual evidence, and participating in collaborative discussions (RI2, RI1, SL1)

<b>Georgia Standards of Excellence (GSE)</b>	<b>Essential Questions</b>	<b>Vocabulary</b>	<b>Lessons and Resources</b>
<b>ELAGSE11-12RL1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	How does one cite strong and thorough textual evidence to support analysis?	Cite Textual evidence Inferences Explicit Analysis	<a href="#">ELA11.4.2</a> <a href="#">ELA11.4.3</a>
<b>ELAGSE11-12RL2:</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	What is the central idea of a piece of literature and how do ideas interact and build on one another? How does one provide an objective summary of a text?	Theme Central idea Analyze Cite Evidence Support Inferences Objective	<a href="#">ELA11.4.1</a> <a href="#">ELA11.4.2</a> <a href="#">ELA11.4.3</a>
<b>ELAGSE11-12RL3:</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	What are the effects of an author’s choices regarding setting, order, and character development?	Characters Analyze Development	<a href="#">ELA11.4.2</a> <a href="#">ELA11.4.3</a>
<b>ELAGSE11-12RL4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact	What are figurative and connotative meanings? How do words and phrases impact an author’s meaning and tone? How does an author’s word choice impact	Diction Figurative Connotation Denotation	<a href="#">ELA11.4.1</a> <a href="#">ELA11.4.3</a>

# TCSS

of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	engagement and beauty?	Tone Context Syntax Engaging	
<b>ELAGSE11-12RL5:</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	How does the author's structure impact the meaning and aesthetic impact of a text?	Structure Mood/atmosphere Comedic Tragic Resolution aesthetic	<a href="#">ELA11.4.3</a>
<b>ELAGSE11-12RL6:</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	How is point of view related to satire, sarcasm, irony, or understatement?	Analyze Satire Sarcasm Irony Understatement	<a href="#">ELA11.4.3</a>
<b>ELAGSE11-12RL7:</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	What are the differences among multiple versions of the same work?	Artistic medium Interpretation Evaluation	<a href="#">ELA11.4.3</a>
<b>ELAGSE11-12RL9:</b> Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.	How does a work reflect its time period? How do two texts from the same time period treat similar themes or topics?	Foundational works Themes Topics Compare/contrast	<a href="#">ELA11.4.1</a> <a href="#">ELA11.4.3</a>
<b>ELAGSE11-12RI1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	What are effective ways to cite textual evidence to best analyze literature?	Cite Textual evidence Inferences Explicit Analysis	<a href="#">ELA11.4.2</a> <a href="#">ELA11.4.4</a>
<b>ELAGSE11-12RI2:</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	What are central ideas in a text and how do they develop over the course of that text? How does one provide a summary of the text	Central idea/main idea Analyze Complex Objective Summarize Outline	<a href="#">ELA11.4.4</a>
<b>ELAGSE11-12RI3:</b> Analyze a complex set of ideas or sequence of events and	How are complex ideas or sequences of events developed throughout a piece of	Sequence Interact	<a href="#">ELA11.4.2</a>

# TCSS

<p>explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>literature?</p>	<p>Develop</p>	
<p><b>ELAGSE11-12W2:</b> 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.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ol>	<p>How does one choose the most significant and relevant facts appropriate to the audience's knowledge of the topic?</p>	<p>Informative Explanatory Organization Objectivity Transition Topic Concrete details Quotations Paraphrase Cohesion</p>	<p><a href="#">ELA11.4.2</a> <a href="#">ELA11.4.3</a></p>
<p><b>ELAGSE11-12SL1:</b> Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on</p>	<p>How do I participate in a range of collaborative discussions to express ideas and listen to others?</p>	<p>Collaborative discussions Textual evidence Collegial discussions Response</p>	<p><a href="#">ELA11.4.4</a></p>

# TCSS

*grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*

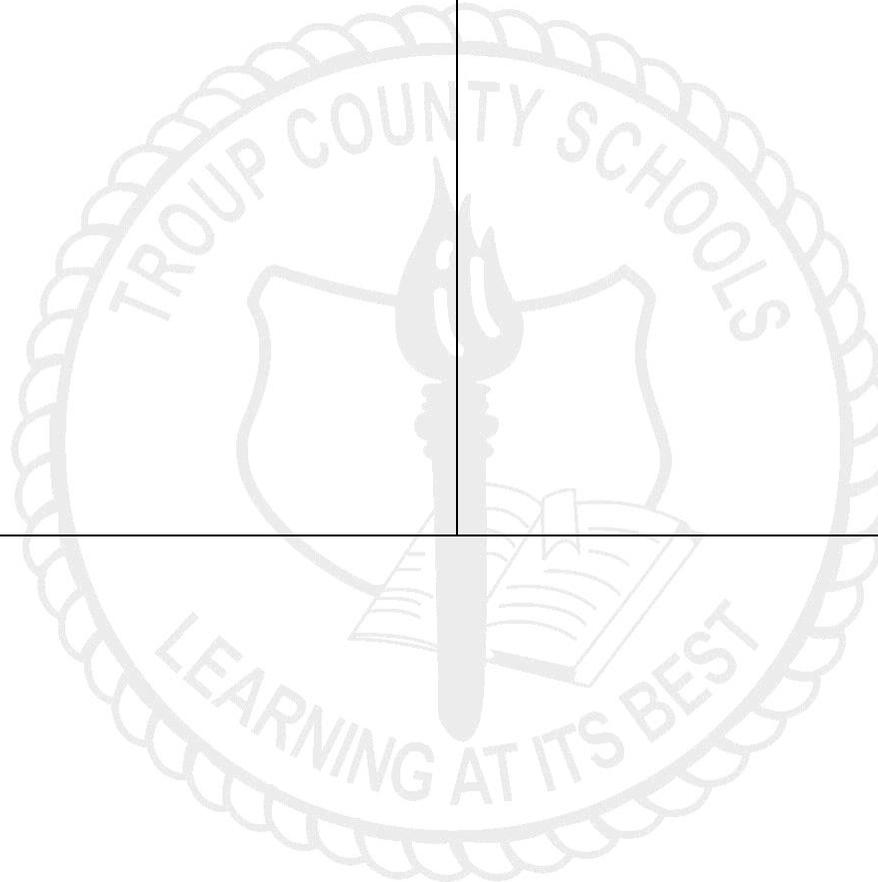
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

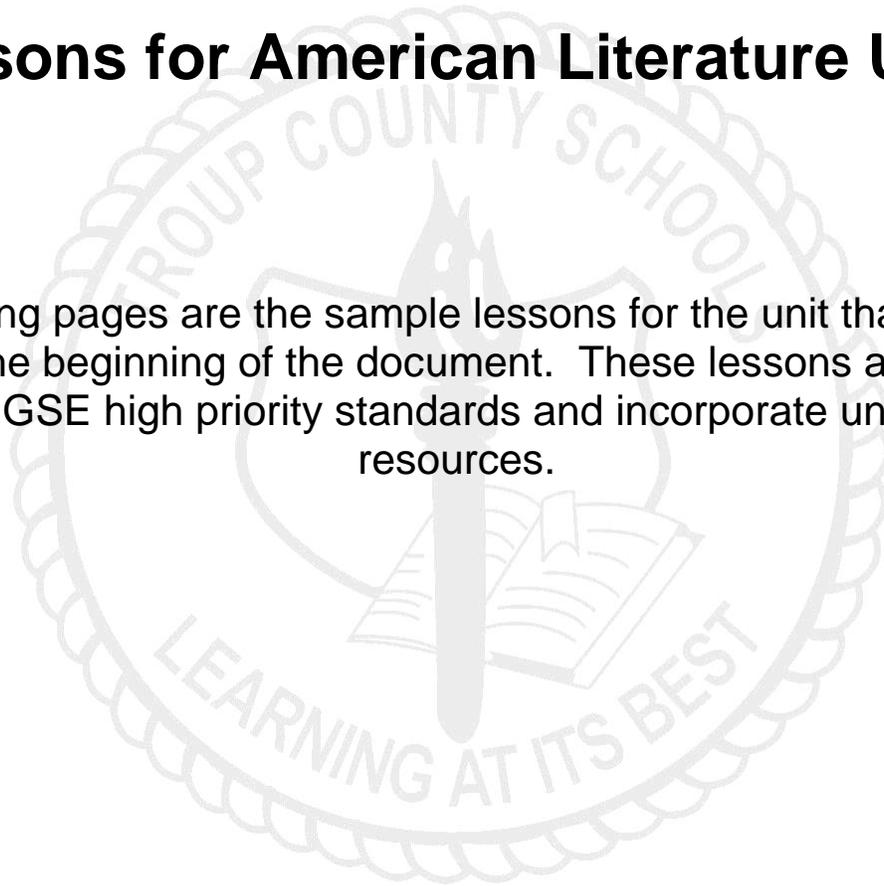
d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Diverse perspectives  
Qualify  
Justify  
Evidence  
Reasoning

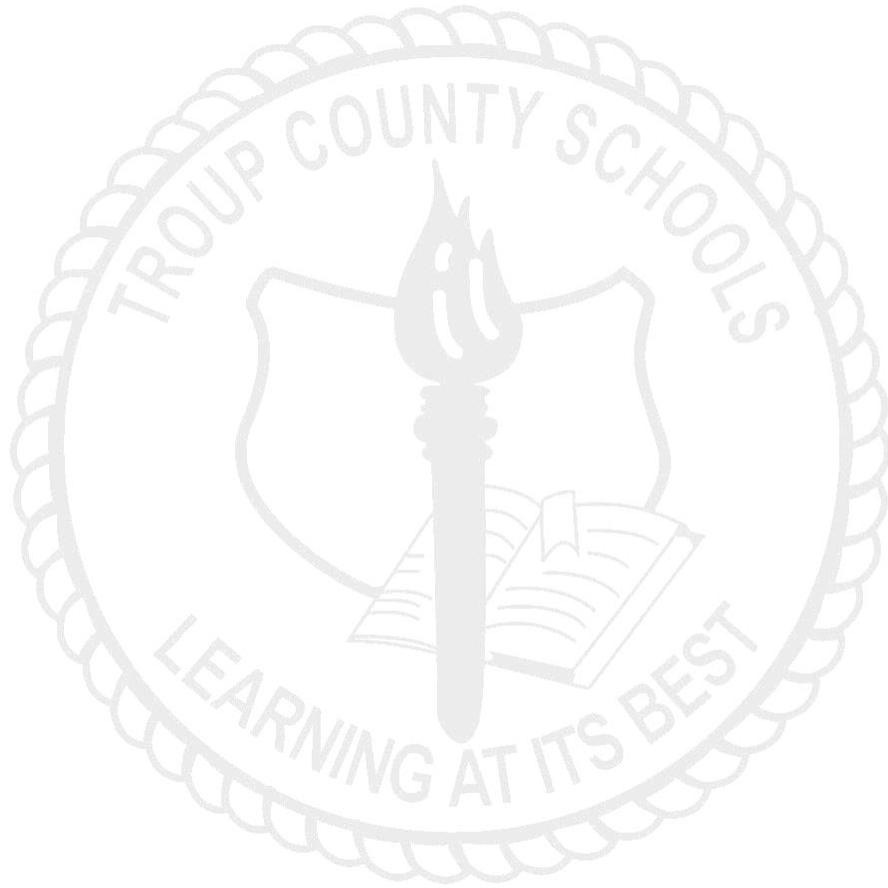


## Lessons for American Literature Unit 4

The following pages are the sample 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.



**TCSS**



# TCSS

## ELA11.4.1

<b>Learning Target(s):</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>analyze multiple themes from the Harlem Renaissance to determine how the African American identity was celebrated during this time period.</li> </ul>
<b>Priority Standards:</b> <ul style="list-style-type: none"> <li><b>Support Standards</b></li> <li><b>Pre-requisite Learning</b></li> </ul>	<b>Priority Standards:</b> <b>ELAGSE11-12RL2:</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce complex account; provide an objective summary of a text. <b>Support Standards:</b> <ul style="list-style-type: none"> <li><b>ELAGSE11-12RL4:</b> Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</li> <li><b>ELAGSE11-12RL9:</b> Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</li> </ul>
<b>Resources for Instruction</b>	<a href="#">Harlem Renaissance PowerPoint</a> (Overview of authors and artists) <a href="#">Cake Walk Images</a> <a href="#">American Dream PowerPoint</a> (review concepts as needed) “We Wear the Mask” by Paul Laurence Dunbar p. 638 <a href="#">Literary Criticisms of “We Wear the Mask”</a> Langston Hughes’ Poetry and Short Story: <ul style="list-style-type: none"> <li>“Dream Variations” by Langston Hughes p. 906</li> <li>“Refugee in America” by Langston Hughes p. 907</li> <li><a href="#">“Laughs”</a></li> <li><a href="#">“Minstrel Man”</a></li> <li><a href="#">“Railroad Avenue”</a></li> <li><a href="#">“Dreams”</a></li> <li><a href="#">“Dream Keeper”</a></li> <li><a href="#">“Harlem”</a></li> <li><a href="#">“One Christmas Eve”</a></li> </ul> Zora Neale Hurston’s Play: <ul style="list-style-type: none"> <li><a href="#">“Color Struck”</a></li> </ul>
<b>Time Allocated</b>	1-2 weeks: Use a variety of text from the Harlem Renaissance to analyze themes of the time period
<b>EQ</b>	How was the African American identity celebrated during the Harlem Renaissance?
<b>Activator/Connection/Warm Up</b>	Students will read informational texts about prejudice and discrimination from commonlit.org and answer questions. They may work independently or collaboratively. <ul style="list-style-type: none"> <li><a href="#">“Segregated from its History, How Ghetto Lost its Meaning”</a></li> <li><a href="#">“Stereotypes and the Self-Fulfilling Prophecy”</a></li> </ul>

# TCSS

	<ul style="list-style-type: none"><li>• <a href="#">“Ain’t I a Woman?”</a></li></ul> Teachers can use other selections
<p><b>Instructional Delivery</b></p> <ul style="list-style-type: none"><li>• <b>Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)</b></li><li>• <b>Guided Instruction/Differentiated Instruction (We Do)</b></li><li>• <b>Independent Practice (You Do)</b></li></ul>	<p><b>Day 1:</b> Harlem Renaissance PowerPoint– An explosion of African American art, music, and literature in the 1920’s and 1930’s that emerged from the borough of Harlem in New York.</p> <p><a href="#">Harlem Renaissance PowerPoint:</a> Examples of Art, Music, Politicians, and Writers Check links to youtube videos. Some will need to be updated each year.</p> <p>Read pages 896 and 897.</p> <p>In your notes write down the main idea for each heading in this literary history: A celebration of African American Life, The Center of the World, An Outpouring of Expression, A Powerful Legacy</p> <p><b>Day 2:</b> Notes:</p> <ul style="list-style-type: none"><li>• <b>Speaker</b> - The voice of a poem. It could be the author, an imaginary person, an object, or a group of people.</li><li>• <b>Multiple themes</b> – More than one essential meaning in a work</li></ul> <p>Read background on Langston Hughes p 898-899. Write two key facts about his life in your notes.</p> <p>How does Hughes develop multiple themes in a single poem? Read and discuss “The Negro Speaks of Rivers,” “I, Too,” “Dream Variations,” and “Refugee in America.”</p> <p>Discuss:</p> <ul style="list-style-type: none"><li>• What message is the speaker of the poem trying to convey?</li><li>• How does the message change when you add in the historical context of the poems?</li></ul> <p><b>Day 3:</b> How does Hughes develop understanding using similar themes in the following poems?</p> <p>Theme: Laughter</p> <ul style="list-style-type: none"><li>• <a href="#">“Laughs”</a></li><li>• <a href="#">“Minstrel Man”</a></li><li>• <a href="#">“Railroad Avenue”</a></li></ul> <p>Theme: Dreams</p> <ul style="list-style-type: none"><li>• <a href="#">“Dreams”</a></li><li>• <a href="#">“Dream Keeper”</a></li><li>• <a href="#">“Harlem”</a></li></ul> <p>Students should respond to poems using the following questions adapted from Robert Probst’s “Dialogue with a Text”</p>

# TCSS

Choose 1 poem from today and answer these 8 questions while citing textual evidence to support all responses:

- What feelings or emotions are associated with the poem?
- What do you see literally happening in the poem?
- What image was called to mind by the poem? Explain it briefly.
- What memory does the poem call to mind – of people, places, events, sights, smells, or even of something more ambiguous, perhaps feelings or attitudes?
- What is the most important word or phrase in the poem? Why?
- What sort of person do you imagine the speaker of the poem to be?
- Does this poem call to mind any other literary work (poem, play, film, story)?
- What is the connection you see between the two?
- Do you think the poem is a good one? Why or Why not?

## Day 4:

Read Langston Hughes' "[One Christmas Eve.](#)"

- Who is the main character?
- What is her motivation?
- What is getting in the way of her motivation?
- Is her conflict resolved?
- What is the message here?
- Who is the message directed towards?
- What are some connections between this short story and some others that we have read or seen?

## Days 5-10:

Read Zora Neale Hurston's play:

- "[Color Struck](#)"

## Notes:

- **Drama** – Literature that is meant to be performed. One of the three major genres of literature.
- **Dramatic Exposition** – Prose commentary at the beginning of a drama to provide background information about the characters and their world.
- **Dialogue** – Words spoken by actors on a stage
- **Stage directions** - Details the playwright includes about the setting and action

What are some other terms you have learned in the past? Discuss.

Provide several facts about Zora Neale Hurston:

- Died penniless and buried in an unmarked grave
- Born in Eatonville, FL
- Eatonville – Character Joe Clarke is from this place. This is also where Zora Neale Hurston lived for some time. Small black community near Orlando.
- Famous novel: *Their Eyes were Watching God*

Assign roles for characters in Scene 1:

- Dinky or Man –
- Effie or Woman's voice -
- Emma -

# TCSS

- John-
- Wesley or Another Man –
- Ada -
- Conductor –

Students should take notes on play's exposition

### Additional Notes:

- **Idiom** – An expression whose meaning is not predictable from the literal elements.
- **Inference** – the process of deriving at logical conclusions from premises known or assumed to be true.

Assign reading of Scene 2. You could read as a class or break students into groups and make them responsible for reading and determining meaning in the play.

- Dinky -
- Effie –
- Emma –
- John-
- Wesley -
- Ada –
- Man –
- Clarke or Master-
- Lizzimore -

### [Cake Walk Images](#)

### Inference Questions:

- Why do you think Emma has such a dislike for Effie? For Half-whites?
- Was John right to do what he did to Emma?

### Choose five Idioms from the text and explain their meaning.

- “Darker the berry, de sweeter the taste!” – If a berry gets better as it gets darker, riper, then the same can be said of people’s skin color.
- “Bust mah gizzard for nobody”
- “bite my tongue”
- “My back is broad”
- “Us blacks were made for cobble stone”

### Provide Notes:

- **Tragic Flaw** – personality trait of a main character that leads to his or her downfall.
- **Tragedy** – A work of literature that shows the downfall or death of the main character

Continue reading Scenes 3 and 4. You could read as a class or break students into groups and make them responsible for reading and determining meaning in the play.

- Master or Joe Clarke –
- A man –
- Emma –
- John –
- Doctor –

# TCSS

## Questions for Discussion:

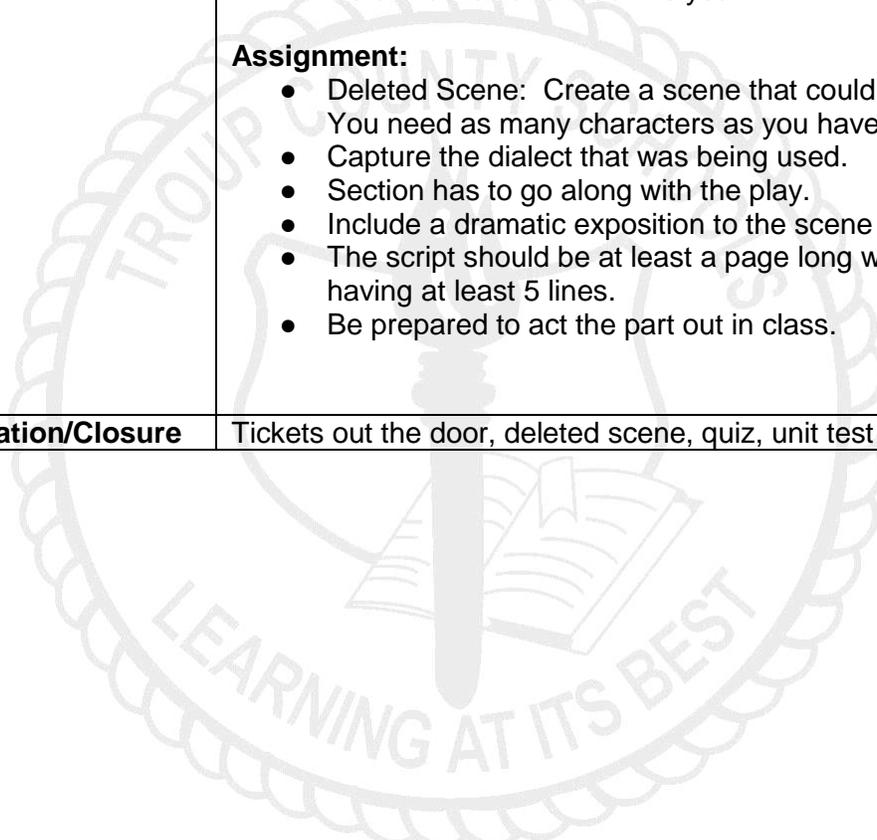
- Why does Emma continue to tuck her daughter's hair under the pillow?
- Has Emma ever forgotten John?
- What is significant about the line "so despises her own skin that she can't believe anyone else could love it!"?
- What happens to the child at the end of the play?
- What happens with John and Emma?
- What does the title of the play mean?
- What is the theme of the play?
- Why did you think Zora Neale Hurston choose to destroy
- Does *Color Struck* fit the Modernism definition?
- Explain the disillusionment that occurs in the play?
- What are similarities you see between this story and other literature we have read this year?

## Assignment:

- Deleted Scene: Create a scene that could be added to the play. You need as many characters as you have partners. 2-4.
- Capture the dialect that was being used.
- Section has to go along with the play.
- Include a dramatic exposition to the scene and stage directions.
- The script should be at least a page long with each partner having at least 5 lines.
- Be prepared to act the part out in class.

**Summarizer/Evaluation/Closure**

Tickets out the door, deleted scene, quiz, unit test



# TCSS

## ELA11.4.2

<p><b>Learning Target(s):</b></p>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• examine the themes of perseverance and promise in the poems, “Courage and two short stories with strong female protagonists and overtones.</li> <li>• analyze the development of multiple themes throughout the text, including evidence from the text as support</li> <li>• synthesize the analysis of the major ideas in two or more texts in order to compare the complexity and depth of each text</li> <li>• describe how central ideas and themes interact and build on one another to develop the full message of the text</li> <li>• summarize the text using the central themes as well as supporting details</li> <li>• use a range of textual evidence to support summaries and interpretations of texts (e.g., purpose, plot/subplot, central idea, theme)</li> </ul>
<p><b>Priority Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>Support Standards</b></li> <li>• <b>Pre-requisite Learning</b></li> </ul>	<p><b>Priority Standards:</b></p> <p><b>ELAGSE11-12RL2:</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>ELAGSE11-12RL3:</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action</p> <p><b>Support Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>ELAGSE11-12RL/11:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>• <b>ELAGSE11-12RI3:</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• <b>ELAGSE11-12W2:</b> 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.</li> </ul>
<p><b>Resources for Instruction</b></p>	<p><a href="#">Derek Redmond Video Link</a>  <a href="#">Perseverance Video Link</a>  <a href="#">Pictures depicting sharecropper life</a>  <i>American Experience</i> text            “A Worn Path” by Eudora Welty p.848  <a href="#">“A Worn Path” graphic organizer</a></p> <p>Additional Sources</p> <ul style="list-style-type: none"> <li>• <a href="#">“Is Phoenix Jackson’s Grandson Really Dead?” by Eudora Welty</a></li> <li>• <a href="#">One Reader’s Characterization of Phoenix Jackson</a></li> <li>• <a href="#">The Eudora Welty Foundation Website</a></li> </ul> <p>“Everyday Use” by Alice Walker p. 1312  <a href="#">“Everyday Use” packet</a>            “Courage” by Anne Sexton p. 1053            “If” by Rudyard Kipling can be used to generate discussion about the themes of perseverance and promise and to make connections to “Courage”</p>

# TCSS

Time Allocated	5-7 days
EQ	How does character development contribute to theme?
<b>Activator/Connection/Warm Up</b>	<p>Journal: Perseverance: Write about a task that was once difficult for you, but you improved.</p> <p>Read nonfiction articles about perseverance or resilience. Articles included with this lesson:</p> <ul style="list-style-type: none"> <li>• <a href="#">Valedictorian with Aspergers</a> (News ELA)</li> <li>• <a href="#">Can a Devastating Shark Attack Really Lead to a Better Life?</a></li> <li>• <a href="#">The New Survivors</a></li> </ul> <p>Teachers can search NewsELA or CommonLit for more recent articles.</p>
<b>Instructional Delivery</b> <ul style="list-style-type: none"> <li>• <b>Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)</b></li> <li>• <b>Guided Instruction/Differentiated Instruction (We Do)</b></li> <li>• <b>Independent Practice (You Do)</b></li> </ul>	<p><b>Day 1:</b> Show the video clip about <a href="#">Derek Redmond</a> and/or one of the other videos about perseverance. Based on the clips, have students define what perseverance means. Teacher will lead a discussion on the meaning.</p> <p>We do: Students will read Sexton’s “Courage” and Kipling’s “If” and complete a comparison/contrast graphic organizer about development of the theme of courage. Contrasts can include point of view, figurative language, and imagery.</p> <p>We do/Summarizer: Write an original song about courage.</p> <p><b>Day 2:</b> <b>I do:</b> Lead a discussion on phoenixes and how they are used in popular culture (Harry Potter, online university). Why would a phoenix be a popular symbol?</p> <p><b>I do:</b> Introduce the Worn Path graphic organizer. Teacher will model how to use the graphic organizer as students will write down major events from the short story, how the main character responds, and how the event advances the theme.</p> <p><b>We do:</b> Students will read “A Worn Path” and complete the graphic organizer as Phoenix completes her journey.</p> <p><b>You do:</b> Summarizer: 2- point constructed response: After reading “A Worn Path,” about what makes Phoenix Jackson persevere on her journey when obstacles try to deter her? Cite textual evidence support your claim.</p> <p><b>Day 3:</b> <b>I do:</b> Review the activator with students and lead a discussion on how the subject of the article is like Phenix Jackson.</p> <p><b>You do:</b> Students will read “Everyday Use” and complete analysis questions the a characterization chart (“Everyday Use” packet p. 12-13) for the characters. Teacher will lead a discussion of perseverance demonstrated by the main characters.</p> <p><b>We do:</b> Two -Voice Poem (“Everyday Use” packet p. 15 with a model on p. 16)</p>

# TCSS

**Assignment:** Students will assume the voices of two characters from the short story, "Everyday Use" in order to create a two-voice poem. "Voices" must reflect the speaker's feelings about/interpretation of one of the following events/experiences: Short story plot events, The value of heritage, and rightful ownership of the quilts

**Specifications**

Your original poem must:

- Include two separate speakers who are each clearly identified within the first two lines
- Include at least nine shared lines that reflect similar thoughts/feelings
- Include lines that reflect opposing or individual thoughts/feelings
- Include a clearly identifiable event or experience
- Be complete in explanation. That is, tell a full story of each person's impression, involvement, feelings regarding the chosen event.
- Include a total of 20-50 lines for each speaker
- Reflect a consistent voice for each speaker
- Make appropriate use of spelling, punctuation, and grammar

**Days 4-5**

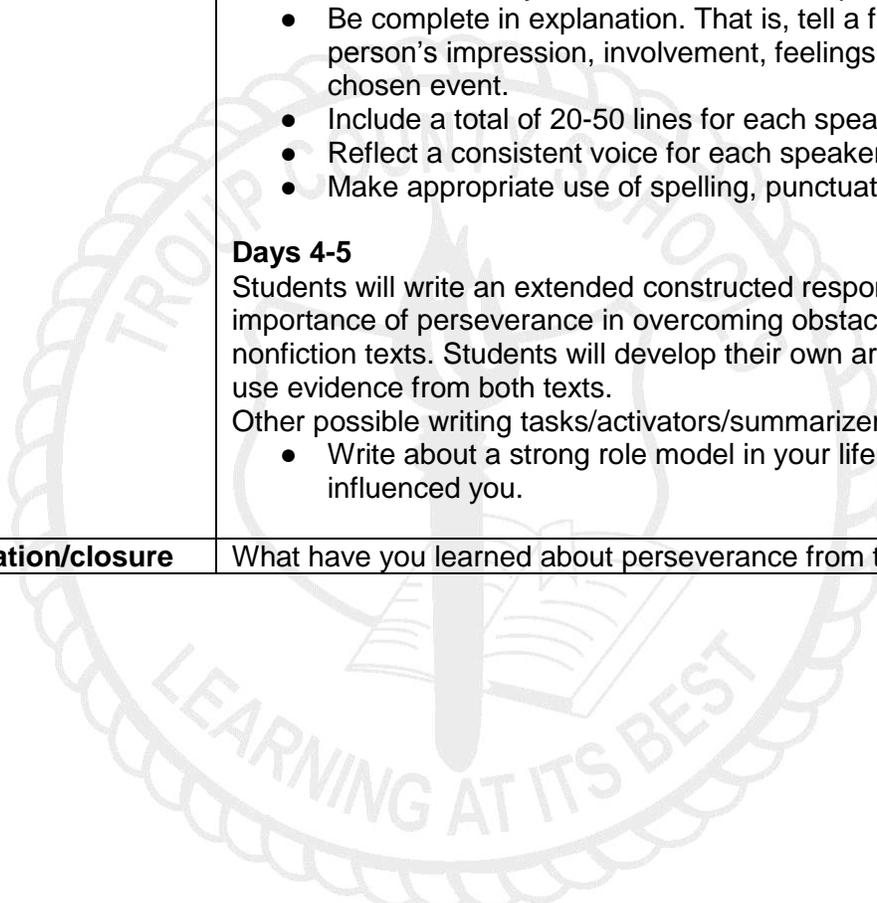
Students will write an extended constructed response about the importance of perseverance in overcoming obstacles using two of the nonfiction texts. Students will develop their own argument, but must use evidence from both texts.

Other possible writing tasks/activators/summarizers:

- Write about a strong role model in your life and how he/she has influenced you.

**Summative/Evaluation/closure**

What have you learned about perseverance from these texts?



# TCSS

## ELA11.4.3

<b>Goal:</b>	Students should understand and analyze how multiple themes are developed over the course of the play, <i>Raisin in the Sun</i> .
<b>Priority Standards:</b> <ul style="list-style-type: none"> <li>• Support Standards</li> <li>• Pre-requisite Learning</li> </ul>	<b>Priority Standards:</b> <b>ELAGSE11-12RL2:</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>ELAGSE11-12RL3:</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>Support Standards:</b> <ul style="list-style-type: none"> <li>• <b>ELAGSE11-12RL1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>• <b>ELAGSE11-12RL4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</li> <li>• <b>ELAGSE11-12RL5:</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</li> <li>• <b>ELAGSE11-12RL6:</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> <li>• <b>ELAGSE11-12RL7:</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</li> <li>• <b>ELAGSE11-12RL9:</b> Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.</li> <li>• <b>ELAGSE11-12W2:</b> 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.</li> </ul>
<b>Resources for Instruction</b>	<i>A Raisin In the Sun</i> by Lorraine Hansberry <a href="#">“Harlem”</a> (a/k/a “A Dream Deferred”) by Langston Hughes Suggested Resources: <ul style="list-style-type: none"> <li>• <i>A Raisin in the Sun</i> PowerPoint</li> <li>• <a href="#">A Raisin in the Sun Questions</a></li> <li>• <a href="#">A Raisin in the Sun Teacher’s Guide</a></li> </ul>

# TCSS

	<ul style="list-style-type: none"> <li>• <a href="#">A Raisin in the Sun Questions: Text-Dependent Questions, Discussion Questions, and Activities</a></li> <li>• <a href="#">A Raisin in the Sun Teach with Movies</a></li> <li>• <a href="#">Langston Hughes' "Mother to Son"</a></li> </ul> <p>1961 Version of <i>A Raisin in the Sun</i>            2008 Version of <i>A Raisin in the Sun</i>  <a href="#">A Raisin in the Sun EOC Prep</a></p> <ul style="list-style-type: none"> <li>• <a href="#">NY Times article</a></li> <li>• <a href="#">Cast of Characters Chart</a></li> <li>• <a href="#">Comparing 2 Texts Graphic Organizer</a></li> <li>• <a href="#">Drama Map</a> from readwritethink.org</li> <li>• <a href="#">A Raisin in the Sun Anticipation Guide</a></li> </ul>
<b>Time Allocated</b>	2-3 Weeks
<b>EQ</b>	<p>How are themes developed over the course of a text?            How do literary elements in a story build the story's themes?            How do time period and life experiences influence literature?</p>
<b>Activator/Connection/Warm Up</b>	<p>Since this lesson lasts over 2-3 weeks, various activators will be used for daily lessons. Some possibilities include the following:</p> <ul style="list-style-type: none"> <li>• Students should complete <i>A Raisin in the Sun</i> Anticipation Guide. Allow time for pair-and-share, small group, or whole class discussion about the guide.</li> <li>• Daily activators can include turn and talk to summarize the previous day's selection events and/or themes.</li> <li>• Students will read informational texts from commonlit.org and answer questions. Paired text articles include:             <ul style="list-style-type: none"> <li>○ <a href="#">"Does it Matter if Schools are Racially Integrated?"</a></li> <li>○ <a href="#">"Decades Later, Desegregation Still on the Docket in Little Rock"</a></li> </ul> </li> </ul>
<b>Instructional Delivery</b> <ul style="list-style-type: none"> <li>• <b>Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)</b></li> <li>• <b>Guided Instruction/Differentiated Instruction (We Do)</b></li> <li>• <b>Independent Practice (You Do)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Show students the cover of the book and explain that you will be reading a play in parts.</li> <li>• Provide students with some background to <i>A Raisin in the Sun</i>. Points to mention/emphasize include the connections to Langston Hughes' "Harlem," the American Dream, the Civil Rights Movement, Dr. MLK, Jr., and theme.</li> <li>• Allow time for class discussion based on the questions in the PowerPoint.</li> <li>• When the PowerPoint reaches slides 14 and 15, students should record information about each character into the Cast of Characters Chart to use for reference when introduced to characters throughout the play.</li> <li>• Provide students with a copy of "Harlem" by Langston Hughes either as handouts or projected on the board.</li> <li>• Have a student re-read the poem to the class.</li> <li>• Ask students review questions about the meaning of the poem. Discuss the line "Does it dry up like a raisin in the sun?" and ask students to infer what the play, <i>A Raisin in the Sun</i> will contain.</li> <li>• Instruct students to write their own simile poem styled after Hughes' poem but with a different topic. Topic choices could</li> </ul>

# TCSS

include: a chance not taken, a wish not granted, a word not spoken, a goal not reached, a life not lived, a promise not kept, etc. Students should have the same amount of lines and similes as Hughes' but with new words to match their topics.

- Assign reading parts for Act I. (Address the n-word and other profanity in the play and whether or not students are allowed to say it **before** students begin reading.)
- Read Act I as a class stopping to discuss where necessary.
- Students should complete questions on Act I.
- Continue assigning parts, reading, and answering questions until students reach the end of the play.
- Read Act I as a class stopping to discuss where necessary.
- Students should complete questions on Act II.
- At the end of scene II, students should work with a partner or in small groups to read the [NY Times article](#) about housing discrimination.
- Partners or groups should use the [Comparing 2 Texts Graphic Organizer](#) \ to compare the article to Act II Scene III (Lindner's visit to the Youngers' home).
- Students should individually write a journal entry paragraph answering the question: Do we all have the right to buy a home of our own, wherever we want?
- Continue assigning parts, reading, and answering questions until students reach the end of the play.
- Students will complete the [Drama Map](#) in the computer lab or using Chromebooks and print if possible. (There are multiple elements to the map including conflict, setting, characters, and resolution.)
- Constructed response: Students will read Hughes' "From Mother to Son" and compare/contrast the speaker to Lena Younger using textual evidence from both texts.
- Students should view one of the two versions of the movie *A Raisin in the Sun*.

After reading *A Raisin in the Sun*, write a paper in which you compare and contrast the dynamic characters of Beneatha and Walter as they develop over the course of the play. Cite evidence from the text.

**Summarizer/Closure/Evaluation  
of Lesson**

Teacher will evaluate writing.

# TCSS

## ELA11.4.4

<b>Learning Target(s):</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>• determine central ideas and analyze their development.</li> <li>• analyze what is explicitly said in a text and what can be inferred.</li> </ul>
<b>Priority Standards:</b> <ul style="list-style-type: none"> <li>• <b>Support Standards</b></li> <li>• <b>Pre-requisite Learning</b></li> </ul>	<b>Priority Standards:</b> <b>ELAGSE11-12RI2:</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <b>Support Standards:</b> <ul style="list-style-type: none"> <li>• <b>ELAGSE11-12RI1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>• <b>ELAGSE11-12SL1:</b> Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</li> </ul>
<b>Resources for Instruction</b>	<a href="#">Ain't Misbehavin'</a> movie clip from YouTube <a href="#">Harlem Rent Parties interview excerpts</a> <a href="#">Harlem Tenement Pictures</a> <a href="#">Create a Quiz</a>
<b>Time Allocated</b>	1-2 days
<b>EQ</b>	What are the central ideas of a text and how are they developed? How can what is explicitly said in a text and what is inferred help the reader understand central ideas?
<b>Activator/Connection/Warm Up</b>	<ul style="list-style-type: none"> <li>• Students will view the first picture of the Harlem tenement pictures</li> <li>• Students should do a Quick Write with their reactions, questions, interpretations, etc. based on what they are seeing.</li> <li>• Allow time for a brief discussion of ideas in students' writing and reveal that the picture is a Harlem tenement apartment building around the time <i>A Raisin in the Sun</i> was written.</li> <li>• Students will view the second picture of the Harlem tenement pictures.</li> <li>• Students should do a Quick Write with their reactions, questions, interpretations, etc. based on what they are seeing.</li> <li>• Allow time for a brief discussion of ideas in students' writing and reveal that the picture is a woman inside of her Harlem tenement apartment which she shares with many family members around the time <i>A Raisin in the Sun</i> was written.</li> </ul>
<b>Instructional Delivery</b> <ul style="list-style-type: none"> <li>• <b>Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)</b></li> <li>• <b>Guided Instruction/ Differentiated Instruction</b></li> </ul>	<b>I Do:</b> <ul style="list-style-type: none"> <li>• Introduce the idea of Rent Parties during the Harlem Renaissance.</li> <li>• Show the <a href="#">Ain't Misbehavin'</a> movie clip which depicts a Rent Party in action.</li> <li>• Provide students with copies of the handout Harlem Rent Parties interview excerpts and read through the written interview.</li> </ul> <b>We Do:</b> <ul style="list-style-type: none"> <li>• In groups, students will create a quiz to go along with the</li> </ul>

# TCSS

<p><b>(We Do)</b></p> <ul style="list-style-type: none"><li>• <b>Independent Practice (You Do)</b></li></ul>	<p>informational text.</p> <ul style="list-style-type: none"><li>• Students will need Create a Quiz handout to complete this activity.</li></ul>
<p><b>Summarizer/Closure/Evaluation of Lesson</b></p>	<ul style="list-style-type: none"><li>• Before leaving their groups, each student should choose one question from their group's quiz and write it on a post-it note or index card.</li><li>• After breaking up the groups, each student should trade cards with a student who was not in the same group.</li><li>• Students should answer the question received from the other group's member.</li></ul>

