**CURRICULUM MAP Reading 6 Grades 11-12**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 6: Craft and Structure**  Assess how point of view or purpose shapes the content and style of a text.  **Grade 11-12 Specific Literature Standard:**  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).  **Grade 11-12 Specific Informational Standard:**  Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. | Students will be able to assess the impact of point of view, purpose and audience of both literary text and informational text. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How do point of view and purpose influence meaning? * How does studying the author’s purpose help reveal the true intentions of people? * How does analysis of author’s purpose help better understand the text? * How can the author’s point of view be understood and evaluated such that it can help us understand where we are coming from? * Why are many themes in literature considered universal? * Why does word choice matter to the final product? * How does what you want to do affect how you write? (How does the message affect the medium?) * How do authors use point of view (11-12) to create implicit meanings?   **Topical Questions:**  **Literature:**   * How do satire, sarcasm, irony and understatement affect point of view? * What are the nuances of a word? * How does an understanding of nuance, connotation & denote help an author to choose the correct word? * What is the most effective way to present your message?   **Informational:**   * What aesthetic affect do style and content have on the text? * How do style and content make the author’s message more powerful? * How we determine an author’s point of view or purpose when the language and style are particularly complex? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How satire, sarcasm, irony and understatement affect point of view. * That style and content develop aesthetic affect. * That style and content make the author’s message more powerful. * How to distinguish between items in a text that are implicitly and explicitly stated * How to identify the tone of a text | **Students will be able to. . .**   * Identify an author’s point of view or purpose when the language and style are particularly complex. * Identify and analyze an author’s use of satire, sarcasm, irony and understatement and how it affects point of view. * Identify and analyze how elements of style determines point of view. * Distinguish between explicit and implicit items in a text * Identify the tone of a text |
| **CONTENT:** | |
| **Sample Texts:**  **Plays**  *A Streetcar Named Desire* by Tennessee Williams  *Death of A Salesman* by Arthur Miller  *The Glass Menagerie* by Tennessee Williams  *The Crucible* by Arthur Miller  *Beyond the Horizon* by Eugene O’Neill  *Fences* by August Wilson  **Novels**  *The Scarlet Letter* by Nathaniel Hawthorne  *One Flew Over the Cuckoo’s Nest* by Ken Kesey  *Ethan Frome* by Edith Wharton  *The Joy Luck Club* by Amy Tan  *The Great Gatsby* by F. Scott Fitzgerald  *Song of Solomon* by Toni Morrison  *Ragtime* by E.L. Doctorow  **Poetry**  “The Lovesong of J. Alfred Prufrock” by T.S. Eliot  Phillis Wheatly  Maya Angelou  Walt Whitman  Alan Ginsburg  Sonnets  Adrienne Rich  **Interviews/Film**  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  *An Inconvenient Truth*  *King Corn*  *The Plow that Broke the Plains*  *The Grapes of Wrath*  *Eyes on the Prize*  *Tom Jones* by Fielding  **Speeches**  “Sinners in the Eyes of an Angry God” by Jonathan Edwards  “I Have a Dream” by Martin Luther King Jr.  “The Gettysburg Address” by Abraham Lincoln  Lincoln’s Inaugural Speeches  John F. Kennedy’s Inauguration Speech  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  **Nonfiction/Informational Texts**  “The Communist Manifesto” by Karl Marx  “On Keeping a Notebook” by Joan Didion  *Pilgrim at Tinker Creek* by Annie Dillard  “Letter from Birmingham Jail” by Martin Luther King Jr.  “The Way to Rainy Mountain” by N. Scott Momaday | |
| **VOCABULARY:** | |
| Satire, sarcasm, irony, aesthetic, implicit, explicit, tone, point of view | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that there will be on-going built-in assessments attached to each classroom lesson or Aim that will guide lesson planning and instruction to meet the needs of all students.  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, mini-comprehension quizzes, peer interviews, peer reviewing and critiquing, pair-share, class discussions, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned? What don’t I understand yet? How can I connect what I learned to what I already know? How can I apply what I have learned? How do my biased influence my understanding? What are my strengths? What are my weaknesses? What learning tools/resources would help my learning progress?) | |
| **Literature:**  Performance Assessment:   * Students will simulate an infomercial or sales pitch. Students will research a product or service that targets a specific audience, i.e. cosmetics, eBooks, computer software that appeals to their specific class or age group. Each student will write and perform a 3 minute speech selling their product or service to the class. The class will use the rubric to critique each presentation and provide feedback to the presenters. * Create a rubric for analyzing an author’s choice of words and how they affect meaning and tone. * Students will identify and analyze how the social and historical context of a text helps shape the foundation for sarcasm and satire. * Students will compose an essay that analyzes the purpose and function of satire and sarcasm. * Students will compose their own satiric responses to a current event.   Self-Assessment Task:   * Students will answer a questionnaire to evaluate their understanding of satire, sarcasm, irony, and understatement. * Students will analyze the ways in which they or others use sarcasm in their daily lives. * Students will identify and analyze the characteristics of their own satiric writing that make it a satire   **Informational Reading:**  Assessment:   * Students make posters demonstrating an example of the advertising technique and make their own advertisement demonstrating that technique. * Students will work on a single advertising product and each group will be responsible for demonstrating use of a specific technique. * Students will identify and analyze how the social and historical context of a text helps shape the foundation for sarcasm and satire. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| Performance Task:   * Students will choose two different excerpts in which they must distinguish what is directly stated and what is meant through analysis of tone. * Evaluation of advertisements and propaganda. Students read and examine several advertising techniques collecting them from media resources. * Students will view *Tom Jones* by Henry Fielding and analyze the characteristics that make it a satire. * Students will watch episodes of *The Simpsons*, and *The Daily Show* and identify and analyze the characteristics of each that make it a satire of current events and issues. | |
| **RESOURCES:** | |
| *Understanding By Design* by Grant Wiggins and Jay McTighe | |
| **TECHNOLOGY INTEGRATION:** | |
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