**CURRICULUM MAP Reading 6 Grades 9-10**

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 9-10 Specific Literature Standard:**  Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  **Grade 9-10 Specific Informational Standard:**  Determine an author’s point of view or purpose in a text and analyze how an author uses  rhetoric to advance that point of view or purpose. | 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 evaluating and understanding author’s point of view help us understand their social, political, geographic, cultural or other perspective? * 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?)   **Topical Questions:**  **Literature:**   * How does the author portray a character from another country/background? * What strategies do authors use to communicate their meaning in a text? * How does a text highlight elements of society/world? * How can we make text to text, text to self and text to world connections to a particular theme? * Which point of view is more believable to you and why? * How do we choose the right word to express strong ideas? * How do words affect meaning of \_\_\_\_\_\_\_\_\_\_\_? * How are idiomatic expressions used effectively for native and ELL learners? * What genre is best for expressing feelings? for conveying ideas? for conveying information? * What conclusions can be draw about ancient Greek culture and society, based upon the writings of Homer?   **Informational:**   * How can you interpret the author’s point of view in a non-fiction text? * How does an author construct his or her point of view? * How does an author construct his or her purpose? * How does an author use rhetoric to convey meaning? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * That point of view and purpose influence meaning. * That an author’s purpose is an integral part of meaning. * That themes in literature are considered universal * That textual themes are relevant and comparable across texts. * What point of view means * How to interpret an author’s point of view * How to compare multiple texts from a wide range of world literature * How to compare the point of view of multiple texts * Rhetorical strategies such as inductive and deductive reasoning. | **Students will be able to. . .**   * Conduct a rhetorical analysis of a text, and analyze how an author uses rhetorical strategies to develop, create and convey meaning (Informational texts). * Identify the characteristics of style specific and relevant to a particular culture; understand how those characteristics are a result of the setting. * Make connections between texts based on meaning, themes, and central ideas. * Understand how an author constructs his/her point of view * Determine the point of view of multiple texts and world literature * Determine the historical and cultural foundations and contexts of literature * Identify how authors appeal to their emotions, ethics and their logic. |
| **CONTENT:** | |
| **Sample Texts:**  **Plays**:  *A Raisin in the Sun* by Lorraine Hansberry  *Antigone* by Sophocles  *A Doll’s House* by Henrik Ibsen  *The Tempest* and *Romeo and Juliet* by William Shakespeare  **Novels:**  *Of Mice and Men* by John Steinbeck  *Night by* Elie Weisel*, Frankenstein by* Mary Shelley  *House on Mango Street* by Sandra Cisneros  *Kite Runner* Khaled Hosseini  *If you Come Softly* Jacqueline Woodson  *Monster* Walter Dean Myers  Gary Soto  *Beowulf*Seamus Heaney  *Canterbury Tales*  *Gilgamesh*  Mythology  Grimms’ Fairytales  *1984* by George Orwell  *Farenheit 451*  *Joy Luck Club* Amy Tan  Oscar Wilde  *The Color of Water* James McBride  **Short Stories:** “Monkey’s Paw” “The Most Dangerous Game” “The Necklace”  Authors: Saki (H. H. Munro), Guy de Maupassant, Ray Bradbury, Kurt Vonnegut, O’Henry, Edgar Allen Poe  **Films**: *The Power of One, Life is Beautiful, The Price of the Ticket: Interview with James Baldwin, Freedom Writers,*  **Poetry**: Shelley, Byron, Coleridge, Blake, Wordsworth, Keats, Maya Angelou, Langston Hughes, Louis Ginsberg, (poets list)  **Informational texts***: “*Perils of Indifference” by Elie Weisel, “Pilgrimage to Non-violence” by Dr. Martin Luther King Jr. “On Being 17 Bright and Unable to Read” by David Raymond  “Black Men and Public Space” Brent | |
| **VOCABULARY:** | |
| Subtext, inference, explicit, implicit, citation, symbol, memoir, interpretive, evaluative, predictions, perspective, direct and indirect characterization, protagonist, antagonist  central ideas, plot, literary theme, objective, subjective, informational text, main idea, relevant material, irrelevant material, point of view, narration, narrator, internal and external conflict, epic hero, epic, author’s intent, connotation, denotation, diction, figurative language | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that there will be on-going/formative 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 biases influence my understanding? What are my strengths? What are my weaknesses? What learning tools/resources would help my learning progress?) | |
| **Literature:**   * Performance Task: * After reading a selected text, students will determine the author’s purpose. (entertain, persuade, inform) Students will answer the following questions using at least two quotes from the text to support their responses:   + - * Was this text entertaining to you? Explain how.       * Was this text informative to you? Explain how.       * Did this text change your views on a particular topic or seem like it was trying to persuade you to think or act in a certain way? Explain how.       * Based on your answers to the first three questions, what do you think the author’s purpose in writing this text was? Explain.       * Students will read texts by two different authors on a similar topic and compare and contrast the point of views of each author       * Students will read texts by authors from other cultures and compare and contrast their views to our own.   Other Evidence:   * + Students will write a letter to the author explaining how their text informed them on a particular topic. Students will let the author know what information and what techniques in particular they found helpful.   + Students will write a letter to the author explaining how their text entertained them. Students will let the author know what their favorite part was and what made the text entertaining.   + Students will write a letter to the author explaining how the author persuaded them to change their views on a particular topic, or how they failed to do so. Students will tell the author what techniques helped or hindered their argument.   + Students will write a five paragraph essay in which they compare and contrast the point of views of two different authors on a similar topic.   + Students will write a letter to a child in the country where the text was written. They will discuss the similarities and differences in everyday life and culture.   Student Self-Assessment and Reflection:   * Students will write a reflective journal in which they describe a time they wanted to entertain, persuade, or inform another person. What techniques did you use to do this? How does this compare to the way the author did this in the work of literature you have read?   **Informational :**   * Focusing on a topic such as The Civil Rights Movement, have students work in groups. Assign a different piece of literature from The Civil Rights Movement to each group. Pieces such as “A letter from a Birmingham Jail” by Martin Luther King Jr, “ Martin and me” by David Hernandez, would fit this exercise as it would present the Civil Rights Movement through a different cultural lens. Students will work with the groups to answer questions and analyze how the topic is conveyed through the various points of views. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| Using a piece of the chosen text, have students write a part of the same story from a different point of view. Afterwards have them pair-share and then discuss how the story changes when it is presented in a different point of view.  In a paragraph of 9-10 sentences, explain a message that Ken Kesey wants to convey through *One Flew over the Cuckoo’s Nest*.  How do essays such as “A Modest Proposal” and documents, such as “The Declaration of Independence” use rhetoric to appeal to logos, pathos and ethos?  How do Swift’s and Jefferson’s use of rhetorical strategies and devices compare to those used in modern-day editorials? | |
| **RESOURCES:** | |
| *The English Teacher’s Companion* by Jim Burke  [www.readwritethink.org](http://www.readwritethink.org)  [www.pbs.org](http://www.pbs.org)  [www.amnestyinternational.org](http://www.amnestyinternational.org)  *Understanding By Design* Grant Wiggins  Rubistar.4teachers.org | |
| **TECHNOLOGY INTEGRATION:** | |
| PowerPoint, internet research | |