Unit 10.3: Through the Prism of Literature

Enduring Understandings

- Literature interprets human experience and enriches culture.
- Form shapes meaning.
- Effective readers, writers, and speakers engage actively with text to create meaning.
- Effective readers, writers, and speakers master the subtleties of text and language.

Essential Questions

- How does literature express the values of a society?
- How do an author’s choices create meaning?
- How does engagement with the text reinforce and refine critical reading, writing, and thinking?
- How do subtleties of expression affect meaning?

Common Tasks

Students should engage in a variety of tasks to give them opportunities to demonstrate and deepen their learning. Teachers should provide specific instruction on strategies during each stage of the writing process for at least one of the common tasks, while some common tasks may focus instruction on one stage or may be completed as homework or as timed writings in class.

- Write an explanation of how setting affects characterization or plot in a text. (Textual Analysis/Cause and Effect)
- Write an explanation of how an author establishes tone in a text. (Textual Analysis/Exemplification)
- In writing, synthesize at least two different sources from your research to support a point. Be careful to incorporate sources thoughtfully and document them carefully. (Research and Synthesis/Choice of Development)
- Research an issue related to your reading and write an informative research paper, synthesizing your research to explain the complexities of the issue and using MLA format to document sources. (Research and Synthesis/Choice of Development)
- After researching an issue, plan, develop, and deliver a persuasive speech stating and supporting a position on the issue. (Argument/Choice of Development)
- Write a portfolio review and revise goals as appropriate. If goals have been met, set at least one surface revision goal and one deep revision goal that still need academic improvement. (Creative and Reflective/Problem and Solution)
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Recommended Tasks

- As activators, use sentence combining activities to paraphrase a source from research.
- Prior to going to the media center for research, work in groups to evaluate the credibility of several types of sources, including sites that students commonly use, such as Wikipedia.
- Prior to the speech, work in groups to analyze advertisements or speeches that contain examples of logical fallacies. (Parodies of political speeches are particularly effective for this purpose.) Have students examine the effect such fallacies have on the purpose of the piece and the credibility of the speaker. Discuss the ethics of knowingly using logical fallacies.
- After learning the grammar, usage, and sentence composing skills required in this unit, work in peer editing groups to look for errors during the surface revision stage of one of the essay common tasks.
- Participate in literature circles, using texts to support and extend insights. (Literary Analysis)

Paragraph Development

Unit 3 reviews the methods of development as students explore the complexities that make an issue a subject of controversy. Students continue to choose the appropriate method of development from cause and effect, comparison and contrast, definition, division and classification, exemplification, and problem and solution.

Grammar, Usage, and Sentence Composing

Teachers should ensure that students revise during the writing process rather than after their papers have been graded. Certain skills will be explicitly taught and integrated into writing instruction during Unit 3. This unit continues a focus on developing style and varying sentence structure.

To revise their writing, students will

- use a consistent verb tense and point of view to achieve clarity.
- use active voice to make writing more lively and interesting.
- vary sentence structure by using past participial phrases and absolutes.
- use parallel structure as a rhetorical device to add clarity and interest.
- review commonly confused words from the first semester.
Unit 10.3 Focus Indicators

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media.

1.1.2— Monitor understanding while reading, viewing, and/or listening to a text.
1.1.3— Confirm understanding after reading, viewing, and/or listening to a text.
1.1.4— Apply knowledge of a word meaning, context, structure, and origin to define unfamiliar words.
1.2.1— Determine the contributions of literary elements in classical and contemporary texts.
1.2.2— Determine the critical or central idea(s) of a text.

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media.

2.1.1— Analyze organization, structure, and syntax that reveal an author’s purpose.
2.1.2— Analyze stylistic elements in a text or across texts that communicate an author’s purpose.
2.1.3— Analyze connections between and among themes, ideas, and/or styles of two or more texts.
2.1.5— Analyze and evaluate evidence and determine the credibility of information in a text.

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

3.1.2— Compose effective persuasive essays and arguments that advance, modify, or refute a position; use a logical structure; provide relevant and complete support; and employ effective rhetorical strategies.
3.2.1— Prepare for writing by generating and developing ideas.
3.2.2— Select and organize ideas for specific audiences and purposes.
3.2.3— Revise and edit texts for clarity, completeness, and effectiveness.

3.2.4— Use general and specialized resources to correct or confirm revisions and/or editorial choices.
3.2.5— Prepare the final product for presentation or publication.
3.3.1— Narrow a research topic and generate a guiding research question, thesis, or controlling argument.
3.3.2— Assess the appropriateness of sources of information on a self-selected and/or given topic.
3.3.3— Evaluate the appropriateness of information to accomplish a purpose.
3.3.4— Use a systematic process for recording and documenting information.

Standard 4: The student will control language by applying Standard English in writing and speaking and making effective language choices.

4.1.2— Apply Standard English grammar, punctuation, capitalization, and spelling in speaking and/or writing.
4.1.3— Apply knowledge of the history and development of the English language in order to analyze and explain its dynamic structure.

Standard 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats.

5.2.1— Apply effective rhetorical structures.
5.2.2— Use tone, diction, and rate as well as nonverbal techniques appropriate to the text, audience, and purpose.
5.2.3— Use appropriate props, visual aids, and electronic media to enhance accuracy and audience appeal.

Standard 6: The student will listen effectively in a variety of situations and for a variety of purposes.

6.1.1— Apply skills and strategies to gather and interpret verbal messages.
6.1.2— Demonstrate understanding of information and ideas communicated orally.

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<thead>
<tr>
<th>ICON KEY</th>
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<tbody>
<tr>
<td>☛ Reading</td>
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<td>☛ Listening</td>
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<td>☛ Writing</td>
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<tr>
<td>☛ Speaking</td>
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Unit 10.3 Course Terms

Annotation  
Argument  
Assertion  
Audience  
Citation  
Civil discourse  
Close reading  
Connotation  
Cornell notes  
Credible source  
Credibility  
Deduction  
Denotation  
Graphic organizer  
Induction  
Juxtaposition  
Logical fallacies  
  ○ Bandwagon appeal  
  ○ Begging the question  
  ○ Card stacking  
  ○ Glittering generality  
  ○ Name calling  
  ○ Non sequitur  
  ○ Slippery slope  
  ○ Unrelated testimonial  
Perspective  
Persuasion  
Point of view  
Portfolio  
Refutation  
Rhetoric  
Research  
Research paper  
Six Traits of Writing  
  ○ Ideas  
  ○ Organization  
  ○ Voice  
  ○ Syntax or Sentence Fluency  
  ○ Diction or Word Choice  
  ○ Conventions  
Source  
  ○ Primary source  
  ○ Secondary source  
Speaker  
Style  
Synthesis of sources  
Tone  
Works cited  

Writing process  
  ○ Inquiry  
  ○ Pre-writing  
  ○ Drafting  
  ○ Revision or deep revision  
  ○ Editing or surface revision  
  ○ Presentation or publishing  
Writing  
  * Purposes  
    ○ Argument  
    ○ Creative and Reflective  
    ○ Textual Analysis  
    ○ Research and Synthesis  
  * Methods of development  
    ○ Cause-Effect  
    ○ Comparison-Contrast  
    ○ Definition  
    ○ Exemplification  
    ○ Problem-Solution
Students read a variety of texts from different genres, including novels, speeches, poems, and short stories. Throughout the year, teachers should combine classic literature with contemporary works and choose a diverse group of writers.

**Texts**

1984
*All Quiet on the Western Front*  
*Black Boy*
*Enemy of the People*
*Fahrenheit 451*
*Frankenstein*
*The Grapes of Wrath*
*Journey from the Land of No*
*Lord of the Flies*
*Lost Names*
*A Man for All Seasons*
*Mountains Beyond Mountains*
*My Sister’s Keeper*
*Things Fall Apart*
*When the Emperor Was Divine*

**Short Stories from Points of View**

“Birthday”  
“Christmas Eve at Johnson’s Drugs N Goods”  
“My Side of the Matter”  
“My Sister’s Marriage”  
“The Stone Boy”  
“Strong Horse Tea”  
“The Voice from the Wall”  

**Essays from The Norton Reader, Eighth Edition**

“The Case for Animal Rights”  
“The Case for the Use of Animals in Biochemical Research”  
“The Declaration of Independence”  
“The Gettysburg Address”  
“Letter from Birmingham Jail”  
“On Magic in Medicine”  

**Poems (from An Introduction to Poetry and Sound and Sense)**

“Design”  
“Dover Beach”  
“A Late Aubade”  
“My Mistress’ Eyes Are Nothing Like the Sun”  
“To the Virgins, to Make Much of Time”  
“To His Coy Mistress”  
“A Valediction: Forbidding Mourning”
Unit 10.3: Language Acquisition

Vocabulary and Language Skills

Vocabulary acquisition continues to be a necessary and vital part of the English curriculum. Vocabulary study not only enhances understanding of the writer’s craft—how word choice creates character, defines mood, and sets tone—but also is the key to a richer reading of all texts. Vocabulary instruction incorporates the three instructional approaches outlined by Judith Langer: separated, simulated, and integrated. Determining meaning and understanding word structure give students the tools to become independent, strategic readers of challenging texts. As students learn about the variety and richness of English, they should be encouraged to use language that is both precise and expressive.

Students will

- study unfamiliar words that are critical to understanding the text, including those identified by the teacher and themselves.

- study terms and concepts central to the meaning of a particular text to promote deeper understanding. These words include course terms that are part of the language used to talk about texts.

- use knowledge of word relationships and word parts to make connections to unknown words.

- study the structure of words by working with designated lists of roots and affixes and with words drawn from the assigned texts.

- incorporate rich, precise, and varied language in their own writing and speaking.

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<tr>
<th>Unit 3</th>
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<tbody>
<tr>
<td>Structure</td>
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<td>Definition</td>
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<td>a-, an-</td>
<td>without, not</td>
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<tr>
<td></td>
<td>ambi-</td>
<td>round, both sides</td>
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<tr>
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<td>cardi, cord</td>
<td>heart</td>
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<td></td>
<td>civ</td>
<td>citizen</td>
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<tr>
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<td>-ist</td>
<td>one who, that which</td>
</tr>
<tr>
<td></td>
<td>-esis, -osis</td>
<td>action, process</td>
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In addition to continuing the study of word parts, students learn that complex issues are difficult to resolve when the use of language leads to miscommunication. They examine the language of others for fallacies in logic and learn that word choice affects a speaker’s ability to persuade an audience.