

Description of the Unit

The activities in this flexible unit can replace the activities in the second half of Grade 11, Unit 5 while developing the skills and knowledge required for Embedded Assessment 2: Writing an Analytical Essay. This Embedded Assessment has been modified to apply to a wider range of novels. Some features of the existing SpringBoard unit remain, such as Discussion Groups, critical reviews, and deep analysis of author's craft. Other activities have been added or modified to apply to novels written by authors other than Zora Neale Hurston and at time periods other than the Harlem Renaissance. Over the course of the unit, students move from guided analysis to self-directed discussion groups.

Activities

The ten activities in this unit are designed to engage students in reading a novel and to prepare them for the Embedded Assessment. The sequence can be modified to correspond with the features of the novel you have chosen. This sequencing of activities is best done during the planning phase, using the Planning Dashboard.

Mini-lessons for Novel Study

Depending upon the richness of the novel you choose and the skills your students need to develop, you may want to supplement the unit with mini-lessons. The mini-lessons cover a range of novel study topics and can be used to expand on or reinforce the skills covered in the core activities. Mini-lesson topics include the following:

- Practicing Close Reading and Annotation
- Interacting with the Text Using a Double-Entry Journal
- Making Inferences
- Analyzing Point of View
- Exploring Setting
- Analyzing Characters
- Determining the Meaning of Unknown Words
- Analyzing an Author's Word Choice
- Investigating Conflict and Motivation
- Analyzing an Author's Use of Figurative Language
- Mapping the Plot
- Determining Theme

Recommended Novels

The activities in the flexible novel unit adapt the Unit 5 activities based on the novel *Their Eyes Were Watching God* by Zora Neale Hurston, and they focus on the skills and knowledge required for the modified Embedded Assessment 2: Writing an Analytical Essay. In customizing the unit, choose a novel that includes rich characterization, an engaging plot, and a relevant theme. A novel that was written during or influenced by the Harlem Renaissance would pair nicely with the first half of Unit 5. To maintain continuity with the rest of Grade 11, consider another classic of American literature. Some of the novels on this list were created for an adult readership and depict scenes, events, or topics that may be challenging in certain classroom settings. Before selecting a novel for the unit, be sure to read it in its entirety to assess its appropriateness for your students and setting.

Recommended Novels		
Title	Author	Lexile
Adichie, Chimamanda Ngozi	<i>Americanah</i>	N/A
Baldwin, James	<i>Go Tell it on the Mountain</i>	970L
Blanco, Richard	<i>The Prince of Los Cocuyos: A Miami Childhood</i>	N/A
Cather, Willa	<i>My Antonia</i>	1010L
Cather, Willa	<i>O Pioneers!</i>	930L
Cather, Willa	<i>The Song of the Lark</i>	950L
Chabon, Michael	<i>The Amazing Adventures of Kavalier and Clay</i>	1170L
Chopin, Kate	<i>The Awakening</i>	960L
Crane, Stephen	<i>The Red Badge of Courage</i>	890L
Ellison, Ralph	<i>Invisible Man</i>	870L
Erdrich, Louise	<i>Love Medicine</i>	780L
Fitzgerald, F. Scott	<i>The Great Gatsby</i>	1010L
Hamil, Pete	<i>Snow in August</i>	N/A
Harbach, Chad	<i>The Art of Fielding</i>	N/A
Henríquez, Cristina	<i>The Book of Unknown Americans</i>	N/A
Lahiri, Jhumpa	<i>The Namesake</i>	1140L
Mandel, Emily St. John	<i>Station Eleven</i>	N/A
Momaday, N. Scott	<i>House Made of Dawn</i>	970L
Russell, Karen	<i>Swamplandia!</i>	N/A
Smith, Betty	<i>A Tree Grows in Brooklyn</i>	810L
Steinbeck, John	<i>The Grapes of Wrath</i>	680L
Steinbeck, John	<i>Of Mice and Men</i>	630L
Steinbeck, John	<i>East of Eden</i>	700L
Tan, Amy	<i>The Joy Luck Club</i>	930L
Wharton, Edith	<i>Ethan Frome</i>	820L

Planning Your Flexible Novel Unit

Use the Planning Dashboard below to build a customized sequence of instruction for your flexible novel unit. You can select and sequence activities and mini-lessons so that they unfold in a logical order based on the novel you have chosen. Once you have determined a sequence of instruction, record reading assignments and notes on required teacher preparation for each activity. An editable version of the Planning Dashboard is available on SpringBoard Digital.

Activity 1: Previewing Embedded Assessment 2: Writing an Analytical Essay (1 Class Period)	Sequence	Student Reading Assignment	Preparation Notes
Teacher Preparation: Decide on an approach for unpacking the Embedded Assessment and gather the necessary materials.			
Activity 2: Asking and Answering Literal, Interpretive, and Universal Questions (1 Class Period)			
Teacher Preparation: Select a passage from the novel to read aloud and use it to model the double-entry journal. Assign students an additional passage for practice.			
Activity 3: Analyzing an Author's Diction (1 Class Period)			
Teacher Preparation: Select passages from the novel that provide interesting examples of an author's word choice and use of figurative language as well as passages that contain unfamiliar words. Assign students additional passages to reinforce these concepts.			
Activity 4: Analyzing Character (1.5 Class Periods)			
Teacher Preparation: Select a passage from the novel that focuses on developing one or more of the characters. The section should include examples of both direct and indirect characterization.			

<p>Activity 5: Understanding How an Author Establishes Setting (1 Class Period)</p> <p>Teacher Preparation: Select a passage from the text that provides vivid details of the setting.</p>	<p>Sequence</p>	<p>Student Reading Assignment</p>	<p>Preparation Notes</p>
<p>Activity 6: Analyzing How an Author Develops Plot and Character (1 Class Period)</p> <p>Teacher Preparation: Select a passage that includes a plot event that has an impact on a character. An introductory event would be sufficient.</p>	<p>Sequence</p>	<p>Student Reading Assignment</p>	<p>Preparation Notes</p>
<p>Activity 7: Identifying Conflicts and Making Connections (2 Class Periods)</p> <p>Teacher Preparation: Select a passage from the novel that would allow students to visualize the scene and includes external and internal conflict.</p>	<p>Sequence</p>	<p>Student Reading Assignment</p>	<p>Preparation Notes</p>
<p>Activity 8: Building Understanding of a Novel Through Discussion Groups (5 Class Periods)</p> <p>Teacher Preparation: Plan the class periods you will need to complete the novel. Students will create their own reading schedules, but you should decide how many more class periods to give.</p>	<p>Sequence</p>	<p>Student Reading Assignment</p>	<p>Preparation Notes</p>
<p>Activity 9: Determining Theme (2 Class Periods)</p>	<p>Sequence</p>	<p>Student Reading Assignment</p>	<p>Preparation Notes</p>

<p>Activity 10: Reviewing the Reviews (Optional, 1 Class Period)</p> <p>Teacher Preparation: Find a variety of critical reviews of the class novel. They can be positive or negative, as long as they are well reasoned. Consider reviews that were published contemporaneously with the novel as well as retrospectively.</p>	<p>Sequence</p>	<p>Student Reading Assignment</p>	<p>Preparation Notes</p>
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<p>Optional Mini-lesson:</p>	<p>Sequence</p>	<p>Student Reading Assignment</p>	<p>Preparation Notes</p>
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