



Grade 10 American Literature - Unit 1 - Launch

Unit Focus

In the launch unit, students will start their thinking about American identity in the past, present, and future. As always, the launch will address workshop expectations and processes. Next, students are immersed into what it means to be American, which is done in the form of articles, short stories and essays from Tale of Two Americas, early American works, current topics, and their independent reading books. Students will also look into their own American identity as well as an immigrant's identity. As students proceed through the unit, they will learn how to analyze for ESP (economic, social, political climates), which is a skill they will continue to use as they continue reading American Literature. The unit culminates with students creating a mission statement of what it means to be American. This mission statement will be refined and reflected upon as they move throughout the course. The goal is to identify and reflect on how thinking has changed.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core English Language Arts: 9-10</p> <ul style="list-style-type: none"> 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. (CCSS.ELA-LITERACY.RI.9-10.6) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS.ELA-LITERACY.RI.9-10.8) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS.ELA-LITERACY.W.9-10.7) Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (CCSS.ELA-LITERACY.W.9-10.9.A) Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (CCSS.ELA-LITERACY.W.9-10.9.B) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's 	<p><i>Students will be able to independently use their learning to...</i> T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers. T2 Research and present information to expand knowledge and understanding of a topic. T3 Synthesize information from a variety of sources to take and support a position.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i> U1 Readers choose and read a wide variety of texts and genres with a variety of purposes to grow and change their thinking. U2 Readers and writers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers. U3 Certain images are symbolic of American culture. U4 People learn about themselves through their journeys.</p>	<p><i>Students will keep considering...</i> Q1 What do I have to learn from my reading? Q2 How does sharing thinking help readers understand more? Q3 What does it mean to be American? Q4 How can I use inquiry to deepen my thinking?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i> K1 Symbols of America, American identity, and American life K2 Rhetoric: ethos, pathos, and logos K3 Vocabulary: mission statement, rhetoric, immigrant</p>	<p><i>Students will be skilled at...</i> S1 Analyzing a text by considering what is happening during the time period of the text in terms of the</p>	

Stage 1: Desired Results - Key Understandings

capacity to link to other information and to display information flexibly and dynamically. (CCSS.ELALITERACY.W.9-10.6)

- 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. (CCSS.ELA-LITERACY.SL.9-10.1.A)
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS.ELA-LITERACY.SL.9-10.1.B)
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS.ELA-LITERACY.SL.9-10.1.C)
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS.ELALITERACY.SL.9-10.1.D)
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS.ELALITERACY.SL.9-10.4)
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS.ELALITERACY.SL.9-10.5)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS.ELA-LITERACY.SL.9-10.6)

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

economy, social climate, and political climate.

S2 Researching background information and synthesizing with their prior knowledge in order to come to new conclusions.

S3 identifying and analyzing the mean of symbols in a text and in American culture

S4 identifying examples of rhetoric

S5 evaluating various aspects of culture, as it relates t'ο American life.