



Grade 10 American Literature - Unit 4 - The Great Gatsby/Book Clubs

Unit Focus

Students will be engaging with a variety of texts in order to analyze for race, class, and gender. By looking at literature, and their own lives, through the lens of race, class, and gender, students will be able to identify agency (or lack thereof). Students will read *The Great Gatsby* before gathering into book clubs where they will continue to analyze the effects of race, class, and gender on fictional characters. Ultimately, students will address how race, gender, and class plays a part in American life and ideals.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core English Language Arts: 9-10</p> <ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RL.9-10.1) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS.ELA-LITERACY.RL.9-10.2) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (CCSS.ELA-LITERACY.RL.9-10.4) By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. (CCSS.ELA-LITERACY.RL.9-10.10) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.W.9-10.4) 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) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Use strategies to comprehend increasingly complex texts. T2 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence. T3 Evaluate the author's message and purpose, citing text evidence to support conclusions. T4 Compare and contrast informational and literary texts to synthesize information to grow and change a position. T5 Compare and contrast literary patterns across texts to engage with traditional characters, motifs and lessons.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 By comparing texts, readers often gain greater insights into those texts. U2 Readers recognize that authors don't always say things directly or literally; sometimes they convey ideas indirectly (e.g. metaphor, satire, irony) U3 Readers and writers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers. U4 The American Dream is a pervasive element of the American cultural identity. U5 The American Dream represents a social, economic, and literary ideal that suggests that</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do authors use characters to teach readers about real people and problems? Q2 How do I support and prove my thinking? Q3 How do the techniques/craft moves authors use impact the meaning of the text? Q4 What is the American Dream and to what extent is it achievable for all Americans? Q5 What does it mean to be American?</p>	

Stage 1: Desired Results - Key Understandings

- 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)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS.ELA-LITERACY.W.9-10.10)
- 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.ELA-LITERACY.SL.9-10.1.D)
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (CCSS.ELA-LITERACY.L.9-10.5.A)
- Analyze nuances in the meaning of words with similar denotations. (CCSS.ELA-LITERACY.L.9-10.5.B)

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- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)

position, wealth, and power can be attained by anyone through hard work.
U6 Literature reflects diverse perspectives and reactions to similar events and themes.
U7 All good literature reveals truths about the human experience that transcends its time.

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 Lens Work: race, class, gender
K2 Vocabulary: agency, feminist, Marxist, American Dream, Critical Race Theory, exploitation
K3 Literary Terms: allusion, metaphor, simile, imagery, personification, allegory, motif, symbolism, syntax, close reading, tone

Skill(s)

Students will be skilled at...
S1 Analyzing figurative language and literary techniques in order to determine meaning.
S2 Analyzing author's use of craft and intended impact
S3 Analyzing and evaluating race, class, and gender in literary texts.
S4 Identifying and researching ESP (economic, social, and political) impact on fiction
S5 Close reading a text
S6 Analyzing a text using critical lenses (race, class, gender)