



Grade 10 American Literature - Unit 6 - Independent Reading - Marginalized Voices

Unit Focus

Students will choose independent texts that move away from the canonical WMA (white male author) and move towards marginalized voices. Students will be asked to read texts from alternate perspectives. As we continue working to understand how race, class, and gender affects agency and voice, students will consider how marginalized peoples represent the American Dream. Ultimately, students will consider what makes an American Classic and must decide if their marginalized text fits into these standards.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 9-10 <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) 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.RI.9-10.1) Determine a central idea of a text and analyze 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.ELALITERACY.RI.9-10.2) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (CCSS.ELA-LITERACY.RI.9-10.4) 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) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS.ELALITERACY.W.9-10.1.B) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between 	<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 Evaluate the author's message and purpose, citing text evidence to support conclusions. T3 Compare and contrast informational and literary texts to synthesize information to grow and change a position. T4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. T5 Research and present information to expand knowledge and understanding of a topic.	
	Meaning	
	Understanding(s) <i>Students will understand that...</i> U1 Readers support their conclusions (inferences and interpretations) by citing evidence within the text. U2 Readers question the text, consider different perspectives and examine author and bias. U3 Readers reflect on their own schema and bias in order to suspend judgment and consider alternate perspectives. U4 Readers choose and read a wide variety of texts and genres with a variety of purposes to grow and change their thinking. U5 Readers read a wide variety of texts to broaden their perspective and understanding.	Essential Question(s) <i>Students will keep considering...</i> Q1 Whose story is it? Q2 What does the author want me to think? Q3 How do authors use characters to teach readers about real people and problems? Q4 How does this text challenge my thinking about this topic? Q5 What questions are important to ask? What is worth investigating? Q6 What makes a classic piece of literature?

Stage 1: Desired Results - Key Understandings

<p>reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA-LITERACY.W.9-10.1.C)</p> <ul style="list-style-type: none"> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-LITERACY.W.9-10.1.D) Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-LITERACY.W.9-10.1.E) 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) 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) 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.ELA-LITERACY.SL.9-10.4) <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2) 	<p>U6 Readers and writers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers.</p> <p>U7 Writers support and elaborate on their claims and ideas with description and detail.</p> <p>U8 Thinkers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers</p>	
Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Vocabulary: systematic othering, institutionalized racism, marginalization, privilege, implicit bias, cultural bias</p> <p>K2 Speaking and Listening vocabulary: Forward, challenging, countering, inquiry, questioning</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Analyzing a text for race, class, and gender</p> <p>S2 Analyzing and evaluating a text for marginalized points of view</p> <p>S3 Identifying and evaluating what it means for a piece of literature to be considered a classic</p> <p>S4 Identifying and valuing marginalized voices as a part of the American literary identity</p> <p>S5 respectfully engage in discourse which pushes thinking through forwarding and challenging tactics.</p>