

Unit 2: Novel

Start day: 46

Meetings: 45 days

Skills and Concepts

Student objectives/skills:

- Identify and explain the elements of a novel
- Explain the structure of the plot(s) and describe the literary techniques the author uses to advance them
- Trace the development of major and minor characters and explain how characterization advances the plot and/or theme
- Research the historical context of the novel
- Identify a theme of the novel, and write an essay supporting the theme with relevant textual evidence
- Participate in informal and formal discussion to further comprehension

Unit Summary

Students apply the knowledge of literary elements explored in the short story unit to a new literary form-the novel. They discuss the similarities and differences between how those elements are developed in short stories and in novels. Character development and narration strategies will be a specific area of focus. Students will research and present background topics relevant to the novel. Student will identify a pervasive theme in the novel and write an essay using textual evidence to support their claim.

Essential Questions

How do you read a novel for meaning?

How do you effectively communicate in writing and speaking your understanding of a novel?

What are the unique elements of a novel?

Learning Progressions

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Learning progressions:

8th Grade

- RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- W.1 Write arguments to support claims with clear reasons and relevant evidence
- W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.5 With some guidance and support from peers and adults, develop and

9th-10th Grade

- RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.2 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.
- RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.5 Develop and strengthen writing as needed by

11th-12th Grade

- RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

<p>strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <ul style="list-style-type: none"> • W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. • W.10 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 discipline-specific tasks, purposes, and audiences. • SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 	<p>planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <ul style="list-style-type: none"> • W.7 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. • W.10 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. • SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 	<p>audience.</p> <ul style="list-style-type: none"> • W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • W.7 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. • W.10 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. • SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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Academic Vocabulary Tier II

Common vocabulary from specific novel

Domain Specific Vocabulary

- The following terms will be further developed by looking at more complex literature: Flat v. Round characters, static v. dynamic characters, indirect v. direct characterization, narration (first, third limited v. omniscient), elements of plot (exposition, inciting incident, rising action, climax, falling action, resolution, denouement).
- The following literary devices will be further developed through more complex examples: foreshadowing, symbolism, irony, theme

Literary Texts

One of the following literary texts: *To Kill A Mockingbird* – Harper Lee, *Lord of the Flies* - William Golding , *Of Mice and Men*– John Steinbeck

Text for extension- *The Pearl*- John Steinbeck, excerpts of *Grapes of Wrath*- John Steinbeck,

Informational: Historical Research Articles, Primary sources such as “Jim Crow” laws document to provide historical context for novel, news clips of depression/segregation/war eras

Film: Adaptations of novels

Art integration: contemporaries of selected authors, press photos of depression era/segregation

Informational Texts

Suggested Interims - Benchmarks

Formative Assessments: exit passes, summaries, informal discussion, paraphrasing, passages, feedback provided on outline of essay, journals to show self to text connections.

•Summative Assessments: Quizzes per chapter(s) to assess comprehension of plot and character development; outside reading

work of independent novel analysis, Outline of essay to provide feedback regarding organization and argument support; Discussion of novel utilizing assessed accountable talk, presentation on researched background knowledge; theme essay and unit test

End of Unit Common Task

Theme Essay – utilizing textual evidence to support theme assessed using a common rubric

Unit Test – Multiple choice questions focusing on elements of plot, character development and literary devices, including a short constructed response

Learning Plan Instructional Strategies

- Reading – reread key passages, close reading, use of dictionaries, small/group jigsaw, summarize, graphic organizers, introduce and model academic vocabulary, group reading, listening, provide context, make connections
- Writing – brainstorming, outlining, thesis development, individual conferencing, drafting, editing, model papers and segments, writing workshop, journaling, opinion based short responses and quote analysis, compare and contrast characters or author's choices and devices used.
- Speaking/Listening – informal daily questioning, think-pair-share, Socratic Seminar, historical background presentation, literature circles

Core Shifts to be Incorporated

- reading for meaning, compare & contrast, inductive learning, circle of knowledge, write to learn, vocabulary's CODE.

Differentiation for Struggling Learners

- pairing/grouping strategies, text selection, read aloud of key passages, utilizing study guides (spark notes), utilizing film adaptations

Differentiation for ELLs

Differentiation for Extension

- reading text independently, reading literary criticism of novel, rewriting the ending or key passage, exploration of author's style

Common Misconceptions

- Students often believe that a story has only one plot line.
- Students have difficulty accepting that an author's intent may be more complex than they realize.
- Students come into 9th grade with a very basic, cliché understanding of theme and author's purpose; they will struggle to expand their understanding toward creating a more complex, mature theme and understanding of purpose.

Instructional Resources

6. *Technology Integration* – [Google docs](#) to edit and provide feedback on writing, [Prezi.com](#) or [ThingLink.com](#) for construction of lessons or presentations, [Newspapers.com](#) for primary source clips, photos, articles, [Library of Congress](#) for primary source documents, [Screencastomatic.com](#) or [Jing.com](#) to provide feedback on writing

Suggested and Required Text