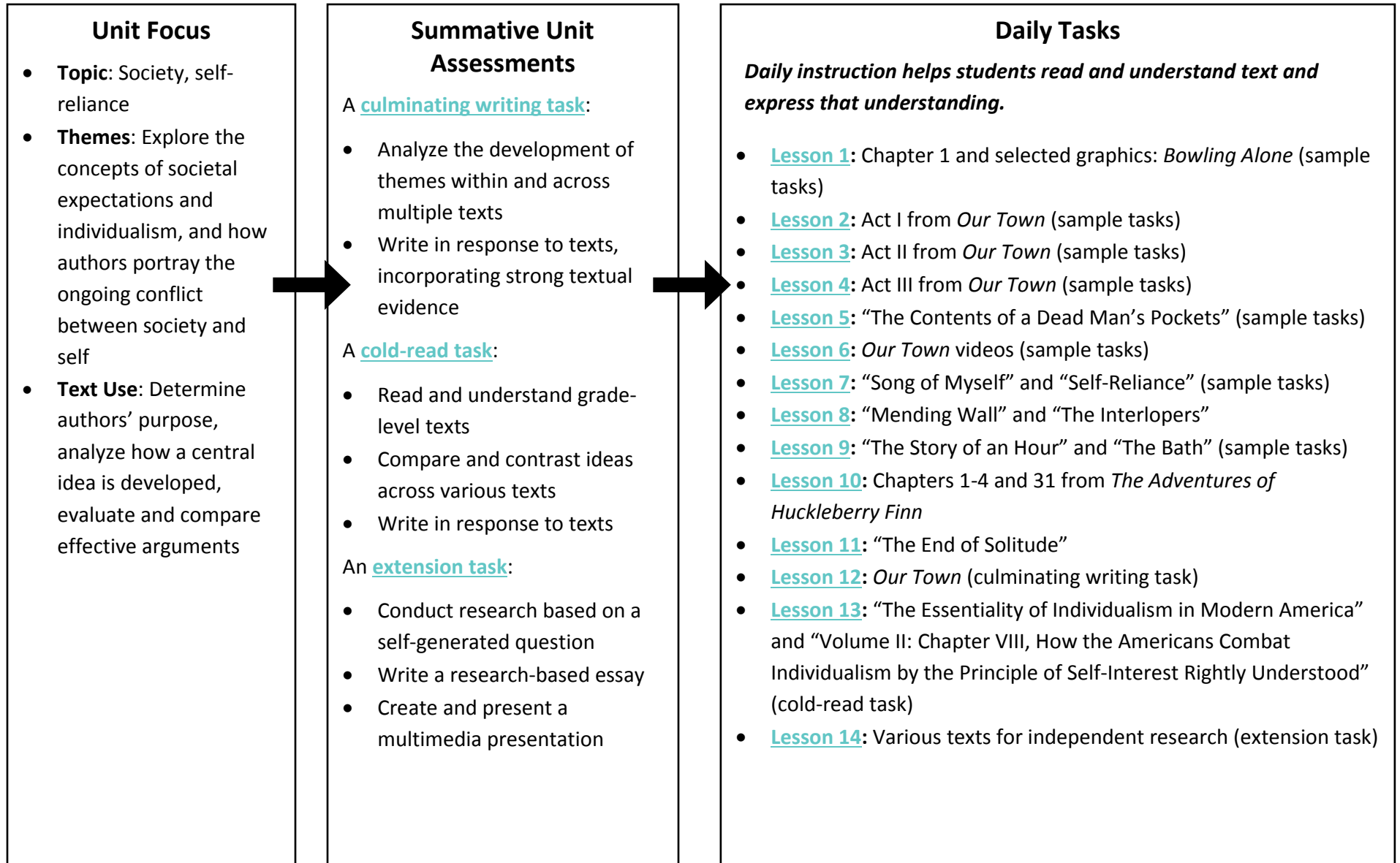


## UNIT: OUR TOWN

<p><b>ANCHOR TEXT</b></p> <p><i>Our Town</i>, Thornton Wilder (Literary)</p> <p><b>RELATED TEXTS</b></p> <p><u>Literary Texts</u></p> <ul style="list-style-type: none"><li>• “<a href="#">Contents of the Dead Man’s Pocket</a>,” Jack Finney</li><li>• “<a href="#">Song of Myself</a>,” Walt Whitman (Poem)</li><li>• “<a href="#">Mending Wall</a>,” Robert Frost (Poem)</li><li>• “<a href="#">The Interlopers</a>,” Saki</li><li>• “<a href="#">The Story of an Hour</a>,” Kate Chopin</li><li>• “<a href="#">The Bath</a>,” Raymond Carver</li><li>• Paragraphs 1-4 and 31 of <a href="#">The Adventures of Huckleberry Finn</a>, Mark Twain</li></ul> <p><u>Informational Texts</u></p> <p><u>Informational Texts</u></p> <ul style="list-style-type: none"><li>• Excerpts from <i>Bowling Alone</i>, Robert Putnam</li><li>• “<a href="#">Self-Reliance</a>,” Ralph Waldo Emerson</li><li>• “<a href="#">The End of Solitude</a>,” William Deresiewicz</li><li>• “<a href="#">The Essentiality of Individualism in Modern America</a>,” Caleb Jacobo</li><li>• “<a href="#">Volume II, Section 2, Chapter VIII, How the Americans Combat Individualism by the Principle of Self-Interest Rightly Understood</a>,” Alexis de Tocqueville</li></ul> <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"><li>• <i>Our Town</i> <a href="#">videos</a></li></ul>	<p><b>UNIT FOCUS</b></p> <p>Students explore the concepts of societal expectations and individualism, and how authors portray the ongoing conflict between society and self.</p> <p><b>Text Use:</b> Determine authors’ purpose, analyze how a central idea is developed, evaluate and compare effective arguments</p> <p><b>Reading:</b> <a href="#">RL.11-12.1</a>, <a href="#">RL.11-12.2</a>, <a href="#">RL.11-12.3</a>, <a href="#">RL.11-12.4</a>, <a href="#">RL.11-12.5</a>, <a href="#">RL.11-12.6</a>, <a href="#">RL.11-12.7</a>, <a href="#">RL.11-12.9</a>, <a href="#">RL.11-12.10</a>, <a href="#">RI.11-12.1</a>, <a href="#">RI.11-12.2</a>, <a href="#">RI.11-12.3</a>, <a href="#">RI.11-12.4</a>, <a href="#">RI.11-12.5</a>, <a href="#">RI.11-12.6</a>, <a href="#">RI.11-12.7</a>, <a href="#">RI.11-12.8</a>, <a href="#">RI.11-12.9</a>, <a href="#">RI.11-12.10</a></p> <p><b>Writing:</b> <a href="#">W.11-12.1a-e</a>, <a href="#">W.11-12.2a-f</a>, <a href="#">W.11-12.3a-e</a>, <a href="#">W.11-12.4</a>, <a href="#">W.11-12.5</a>, <a href="#">W.11-12.6</a>, <a href="#">W.11-12.7</a>, <a href="#">W.11-12.8</a>, <a href="#">W.11-12.9a-b</a>, <a href="#">W.11-12.10</a></p> <p><b>Speaking and Listening:</b> <a href="#">SL.11-12.1a-d</a>, <a href="#">SL.11-12.2</a>, <a href="#">SL.11-12.3</a>, <a href="#">SL.11-12.4</a>, <a href="#">SL.11-12.5</a>, <a href="#">SL.11-12.6</a></p> <p><b>Language:</b> <a href="#">L.11-12.1a-b</a>, <a href="#">L.11-12.2a-b</a>, <a href="#">L.11-12.3a</a>, <a href="#">L.11-12.4a-d</a>, <a href="#">L.11-12.5a-b</a>, <a href="#">L.11-12.6</a></p> <p><b>CONTENTS</b></p> <p><b>Page 320:</b> Text Set and Unit Focus</p> <p><b>Page 321:</b> <i>Our Town</i> Unit Overview</p> <p><b>Pages 322-325:</b> Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p><b>Page 326:</b> ELA Instructional Framework</p> <p><b>Pages 327-342:</b> Text Sequence and Use for Whole-Class Instruction</p>
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## Our Town Unit Overview



## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>1</sup>

Consider Deresiewicz’s essay and Putnam’s theory that urbanization and technological advances have changed how people interact within their community. Develop a composition in which this theory is applied to *Our Town*. Grover’s Corners is a small town where everyone knows each other. Does Wilder paint a picture of true community? What messages about community and the individual or visibility and intimacy does Wilder convey in the play? (RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.9) Support your answer with specific information from the texts.

**Teacher Note:** Students should write an analytical essay that introduces a claim about how Wilder portrays Grover’s Corners and communicates themes related to other texts in the unit. (W.11-12.1a-e, W.11-12.4, W.11-12.9a-b, W.11-12.10) The completed writing should use grade-appropriate words and phrases and varied syntax and demonstrate command of conventions of grammar, usage, punctuation, and spelling. (L.11-12.1, L.11-12.2a-b, L.11-12.3a, L.11-12.6) Use peer and teacher conferencing to target student weaknesses in writing and improve student writing ability. (W.11-12.5) Have students publish their writing using technology. (W.11-12.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p><b>What should students learn from the texts?</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Society, self-reliance</li> <li>• <b>Themes:</b> Explore the concepts of societal expectations and individualism, and how authors portray the ongoing conflict between society and self</li> <li>• <b>Text Use:</b> Determine authors’ purpose, analyze how a central idea is developed, evaluate and compare effective arguments</li> </ul>	<p><b>What shows students have learned it?</b></p> <p>This task assesses:</p> <ul style="list-style-type: none"> <li>• Analyzing the development of themes within and across multiple texts</li> <li>• Writing in response to texts incorporating strong textual evidence</li> </ul>	<p><b>Which tasks help students learn it?</b></p> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 2</a> (sample tasks included)</li> <li>• <a href="#">Lesson 3</a> (sample tasks included)</li> <li>• <a href="#">Lesson 4</a> (sample tasks included)</li> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 10</a></li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 8</a> (sample tasks included)</li> <li>• <a href="#">Lesson 9</a> (sample tasks included)</li> <li>• <a href="#">Lesson 12</a> (use this task)</li> </ul>

<sup>1</sup> Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

## COLD-READ TASK<sup>2</sup>

Read “[The Essentiality of Individualism in Modern America](#)” by Caleb Jacobo and “[Volume II, Section 2, Chapter VIII, How the Americans Combat Individualism by the Principle of Self-Interest Rightly Understood](#)” by Alexis de Tocqueville independently. (RI.11-12.10) Then **answer** a combination of multiple-choice and constructed-response questions<sup>3</sup> about the texts, using evidence for all answers. (RI.11-12.1, W.11-12.9b) Sample questions:

1. According to Jacobo, how has individualism changed in America? (RI.11-12.2)
2. How does Jacobo develop and reveal his purpose? (RI.11-12.6)
3. Why does Tocqueville say that Americans often fail to “do themselves justice”? Why does he think that? (RI.11-12.2)
4. Identify the claims that Tocqueville makes in each paragraph and explain how the ideas relate to each other and are developed over the course of the text. (RI.11-12.2, RI.11-12.3)
5. Compare and contrast the ideas presented by both Jacobo and Tocqueville. How does each author make his arguments engaging or compelling? Describe the similarities/differences in their perspectives and how those ideas relate to the ideas discussed in the unit. (RI.11-12.2, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.9, W.11-12.2a-f, W.11-12.4, W.11-12.9b, W.11-12.10, L.11-12.1, L.11-12.2a-b, L.11-12.3a, L.11-12.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Society, self-reliance</li> <li>• <b>Themes:</b> Explore the concepts of societal expectations and individualism, and how authors portray the ongoing conflict between society and self</li> <li>• <b>Text Use:</b> Determine authors’ purpose, analyze how a central idea is developed, evaluate and compare effective arguments</li> </ul>	<b>What shows students have learned it?</b> <p>This task focuses on:</p> <ul style="list-style-type: none"> <li>• Reading and understanding grade-level texts</li> <li>• Comparing and contrasting ideas across various texts</li> <li>• Writing in response to texts</li> </ul>	<b>Which tasks help students learn it?</b> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 3</a> (sample tasks included)</li> <li>• <a href="#">Lesson 5</a> (sample tasks included)</li> <li>• <a href="#">Lesson 9</a> (sample tasks included)</li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 7</a> (sample tasks included)</li> <li>• <a href="#">Lesson 11</a> (sample tasks included)</li> <li>• <a href="#">Lesson 13</a> (use this task)</li> </ul>

<sup>2</sup> Cold-Read Assessment: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

<sup>3</sup> Ensure that students have access to the complete texts as they are testing.

## **EXTENSION TASK**<sup>4</sup>

Consider the idea of society versus the individual. How does the role you play in society support or contradict the role you play as an individual?

1. Develop a question for research that explores the interaction between society and the individual based on the various roles that people play. Consider stereotypes (i.e., gender, race, etc.), social affiliations (i.e., church membership, clubs/organizations), cliques, social media/virtual identities, “masks” people wear, etc. **(W.11-12.7)**
2. Then create a brief written proposal for how you will investigate and present your research. **(W.11-12.10)** For example, you might choose to research the effects of bullying via social media and create an anti-bullying campaign based on developing awareness and tolerance for individuals, or you might research racism and write a personal essay about your racial identity and how you wear “masks” and play roles to fit into society.
3. Review your proposal with the teacher to ensure the plan is viable. **(W.11-12.5)**
4. Then research the question, locating multiple credible print and digital resources and narrowing or broadening the inquiry as necessary. **(W.11-12.8)**
5. Write a research-based essay that either explains your findings or argues a claim about your findings related to the interaction of society and the individual.
6. Finally, create and present a multimedia presentation that logically presents your findings or communicates your argument. **(W.11-12.6, SL.11-12.4, SL.11-12.5, SL.11-12.6)**

**Teacher Note:** *Students should write a multi-page, research-based essay detailing their interpretation of the interaction between society and the individual. The essay can be explanatory or argumentative, a personal reflection or social commentary. (RL.11-12.1, W.11-12.1 a-e, W.11-12.2a-f, W.11-12.4, W.11-12.10) The completed writing should use grade-appropriate words and phrases; demonstrate command of conventions of grammar, usage, punctuation, and spelling; and incorporate a variety of syntax for effect. (L.11-12.2a-b, L.11-12.3a; L.11-12.6) Use peer and teacher conferencing to target student weaknesses in writing and to improve student writing ability. (W.11-12.5) Have students publish their writing using technology. (W.11-12.6)*

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<sup>4</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Society, self-reliance</li> <li>• <b>Themes:</b> Explore the concepts of societal expectations and individualism, and how authors portray the ongoing conflict between society and self</li> <li>• <b>Text Use:</b> Determine authors' purpose, analyze how a central idea is developed, evaluate and compare effective arguments</li> </ul>	<p>This task focuses on:</p> <ul style="list-style-type: none"> <li>• Conducting research based on a self-generated question</li> <li>• Writing a research-based essay</li> <li>• Creating and presenting a multimedia presentation</li> </ul>	<p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 7</a> (sample tasks included)</li> <li>• <a href="#">Lesson 11</a> (sample tasks included)</li> <li>• <a href="#">Lesson 14</a> (use this task)</li> </ul>

## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>5</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to grade-level texts supports the language and comprehension development necessary for continual reading growth.

*This plan presents sample whole-class tasks to represent how standards might be met at this grade level.*

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

### Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



<sup>5</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>6</sup></p> <p>Chapter 1 and selected graphics from <i>Bowling Alone</i>, Robert Putnam</p>	<p><b>TEXT DESCRIPTION:</b> In the first chapter of this book, Putnam discusses changes in American community and identifies some causal relationships for why these changes have occurred.</p> <p><b>TEXT FOCUS:</b> While reading this introductory chapter and studying the selected graphics, students should gain an understanding of “social capital” and “social networks” as used in the book and be able to identify causal factors for the changes to American society.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read Chapter 1 and write a summary. Then they analyze various graphics to build understanding about the factors Putnam believes have caused changes in American society.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read Chapter 1 in pairs and write a summary of the chapter.</li> <li>• Ask students to reread page 27 and discuss with a partner the effectiveness of how Putnam utilizes the tidal metaphor. <b>(L.11-12.5a)</b></li> <li>• In small groups, have students analyze the selected graphics. <b>(RI.11-12.7, SL.11-12.2)</b> Students should make notes of any patterns they see, conclusions they draw, etc. to use as support as they participate in a discussion.             <ul style="list-style-type: none"> <li>○ Figure 47-48 (working by choice/necessity)</li> <li>○ Figure 50-51 (major metropolitan areas)</li> <li>○ Figure 52 (suburbanization)</li> <li>○ Table 2 (pace of introduction)</li> <li>○ Figure 67 (cocooning)</li> </ul> </li> <li>• As a whole class, conduct a discussion in which students are prompted to analyze the causal factors in America’s societal changes. <b>(RI.11-12.2, RI.11-12.3)</b> Students should add to their notes throughout the discussion. <b>(SL.11-12.1a-d)</b></li> </ul>

<sup>6</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.



TEXT SEQUENCE	TEXT USE
<p><b>LESSON 2:</b></p> <p>Act I from <i>Our Town</i>, Thornton Wilder</p>	<p><b>TEXT DESCRIPTION:</b> Act 1 (Daily Life) introduces the setting and characters. Wilder goes to great lengths to stress the ordinary aspects of Grover’s Corners and the people who live there.</p> <p><b>TEXT FOCUS:</b> As students begin this three-act drama, pay special attention to Wilder’s more unorthodox choices and the liberties he takes in his writing. (RL.11-12.2, RL.11-12.3, RL.11-12.5)</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read Act I aloud as a class. Then they examine how playwright Thornton Wilder used certain dramatic and theatrical devices to affect meaning in the play <i>Our Town</i>. The lesson concludes with students writing a summary of Act I.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read the text aloud as a whole class.</li> <li>• While reading the play, have students do the following: <ul style="list-style-type: none"> <li>○ Identify unknown vocabulary words and define them in context. (L.11-12.4a, L.11-12.6) Possible words in Act I: <i>proscenium, hollyhocks, heliotrope, burdock, phosphate, basalt, savant, traipse, vestiges, Devonian, anthropological, Mesozoic, shale, outcropping, belligerent, diligent</i>. Determine meaning based on the use of the word or placement in the sentence, verify the meaning using a dictionary, and describe how the words contribute to the meaning of the text. (L.11-12.4c-d) Keep the vocabulary in a consistent location (e.g., journals) to return to and build upon throughout the lessons.</li> <li>○ Use <a href="http://coe.jmu.edu/learningtoolbox/cornellnotes.html">Cornell notes</a><sup>7</sup> to record important or compelling lines from the play. Provide a correct citation, interpret the meaning of the quotation, and draw conclusions about what it reveals about characters or themes of the play. When drawing conclusions, consider which character delivers the line, who the character is addressing, who is on stage or not, and the context of the line (i.e., the precipitating cause and/or resulting event or action). (RL.11-12.2, RL.11-12.3, RL.11-12.6)</li> <li>○ Record pertinent information about the characters, events, and conflicts that emerge throughout the play. Sample lesson plan with graphic organizers can be accessed <a href="http://edsitement.neh.gov/lesson-plan/dramatic-and-theatrical-aspects-thornton-wilders-our-town-common-core-exemplar#sect-thelesson">here</a><sup>8</sup>. (RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5)</li> </ul> </li> </ul>

<sup>7</sup> <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<sup>8</sup> <http://edsitement.neh.gov/lesson-plan/dramatic-and-theatrical-aspects-thornton-wilders-our-town-common-core-exemplar#sect-thelesson>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• Then conduct a whole-class discussion in which students analyze Act I. Prompt students to use <a href="#">accountable talk</a><sup>9</sup> throughout the discussion and draw evidence from the play to support the discussion. <b>(SL.11-12.1a-d, SL.11-12.4, SL.11-12.6)</b> Possible discussion questions for Act I: <ul style="list-style-type: none"> <li>○ Describe Grover's Corners? What is the attitude of its residents?<sup>10</sup> <b>(RL.11-12.2)</b> How do the children relate to the adults in the community? How does Joe Crowell Jr. speak to Dr. Gibbs? How do mothers see themselves in the town?</li> <li>○ When the Stage Manager says, "In our town, we like to know the facts about everybody..." what is he saying about the town? How does the town he describes relate to Putnam's research? Does this type of town still exist? <b>(RL.11-12.9)</b></li> <li>○ What is the role and function of the Stage Manager? How is he similar to or different from the characters in the play? <b>(RL.11-12.3)</b></li> <li>○ How does the Stage Manager manipulate the audience's sense of time? How does he introduce the past and refer to the future? What is the significance of this structure? How does this contribute to the meaning or themes of the play? <b>(RL.11-12.5)</b></li> <li>○ Examine Emily's character. She tells her mother, "I'm the brightest girl in school for my age..." What is her tone? <b>(RL.11-12.4)</b> What does Wilder's choice of dialogue reveal about Emily's character? <b>(RL.11-12.3)</b></li> <li>○ What is the effect of minimal sets and props and unconventional interactions between the Stage Manager, the actors on stage, and the audience, including posed members in the audience? For example, the title of the play is <i>Our Town</i>, rather than <i>Grover's Corners</i>. <b>(L.11-12.5b)</b> The Stage Manager makes a point of being attentive to the audience's understanding of the town by asking characters in the play to address the audience and fill them in on the context and history of the town. <b>(RL.11-12.3, RL.11-12.4, RL.11-12.5, SL.11-12.3)</b> How does this structure contribute to the mood or impact of the play?</li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students write a <a href="#">summary</a><sup>11</sup> of Act I, focusing on the elements of the play that defy conventions of traditional drama and the resulting impact of those elements. <b>(RL.11-12.2, RL.11-12.5, W.11-12.10)</b></li> </ul>

<sup>9</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>10</sup> Refer to Polish Town and Canuck families.

<sup>11</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 3:</b></p> <p>Act II from <i>Our Town</i>, Thornton Wilder</p>	<p><b>TEXT DESCRIPTION:</b> Act II (Love &amp; Marriage) shifts the story in time. Wilder chooses to focus his attention on George and Emily rather than on the other characters in Grover’s Corner.</p> <p><b>TEXT FOCUS:</b> As students continue through Act II, pay special attention to Wilder’s choices in how to structure and sequence the events of the play. (RL.11-12.2, RL.11-12.3, RL.11-12.5)</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read aloud Act II as a class. Then they examine how playwright Thornton Wilder used certain dramatic and theatrical devices to affect meaning in the play <i>Our Town</i>.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read the text aloud as a whole class.</li> <li>• While reading the play, have students do the following: <ul style="list-style-type: none"> <li>○ Identify unknown vocabulary words and define them in context. (L.11-12.4a, L.11-12.6) Possible words in Act II: <i>contrive, farce, gangling, torrent, alacrity, crestfallen, affronted, musing, sacrament, tableau, cynicism, unobtrusive</i>. Determine meaning based on the use of the word or placement in the sentence, verify the meaning using a dictionary, and describe how the words contribute to the meaning of the text. (L.11-12.4c-d) Keep the vocabulary in a consistent location (e.g., journals) to return to and build upon throughout the lessons.</li> <li>○ Use <a href="#">Cornell notes</a><sup>12</sup> to record important or compelling lines from the play. Provide a correct citation, interpret the meaning of the quotation, and draw conclusions about what it reveals about characters or themes of the play. When drawing conclusions, consider which character delivers the line, who the character is addressing, who is on stage or not, and the context of the line (i.e., the precipitating cause and/or resulting event or action). (RL.11-12.2, RL.11-12.3, RL.11-12.6)</li> <li>○ Record pertinent information about the characters, events, and conflicts that emerge throughout the play. Sample lesson plan with graphic organizers can be accessed <a href="#">here</a>.<sup>13</sup> (RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5)</li> </ul> </li> <li>• Conduct a whole-class discussion in which students analyze Act II. Prompt students to use <a href="#">accountable talk</a><sup>14</sup> throughout the discussion and draw evidence from the play to support the discussion. (SL.11-12.1a-d, SL.11-12.4, SL.11-12.6) Possible discussion questions for Act II:</li> </ul>

<sup>12</sup> <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<sup>13</sup> <http://edsitement.neh.gov/lesson-plan/dramatic-and-theatrical-aspects-thornton-wilders-our-town-common-core-exemplar#sect-thelesson>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ How many years have elapsed since the first act?</li> <li>○ What is Emily's attitude toward school? How is this different from George's attitude? <b>(RL.11-12.3)</b></li> <li>○ Consider the titles of each act. What might be their significance? <b>(RL.11-12.4)</b></li> <li>○ Summarize the varying attitudes toward marriage, and determine their significance. <b>(RL.11-12.2, RL.11-12.3)</b> Consider Joe Crowell, Si Crowell, George's and Emily's parents, and Mrs. Gibb's comment about the over shoes, George and Emily's apprehension over the wedding, etc.</li> <li>○ There is a flashback in this play that shows how George and Emily fell in love. What is the significance of this flashback? Why might Wilder choose to show it in flashback and not as it happened? <b>(RL.11-12.2, RL.11-12.5)</b></li> </ul>
<p><b>LESSON 4:</b></p> <p>Act III from <i>Our Town</i>, Thornton Wilder</p>	<p><b><u>TEXT DESCRIPTION:</u></b> Act III (Death) portrays several of the characters after death and takes place in the cemetery. Wilder continues his focus on Emily beyond her death.</p> <p><b><u>TEXT FOCUS:</u></b> As students conclude this three-act drama, consider Wilder's commentary. What is he saying about small-town America? How does he convey his perspective through the characters in the play? <b>(RL.11-12.2, RL.11-12.3, RL.11-12.5)</b></p> <p><b><u>MODEL TASKS</u></b></p> <p><b>LESSON OVERVIEW:</b> Students read aloud Act III as a class. Then they examine how playwright Thornton Wilder used certain dramatic and theatrical devices to affect meaning in the play <i>Our Town</i>. The lesson concludes with students writing an essay about theme development.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read the text aloud as a whole class.</li> <li>• While reading the play, have students do the following: <ul style="list-style-type: none"> <li>○ Identify unknown vocabulary words and define them in context. <b>(L.11-12.4a, L.11-12.6)</b> Possible words in Act III: <i>lugubrious, genealogist, wean, exertion, lumbago, bereave, epitaph, subside, livery</i>. Determine meaning based on the use of the word or placement in the sentence, verify the meaning using a dictionary, and describe how the words contribute to the meaning of the text. <b>(L.11-12.4c-d)</b> Keep the vocabulary in a consistent</li> </ul> </li> </ul>

<sup>14</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>location (e.g., journals) to return to and build upon throughout the lessons.</p> <ul style="list-style-type: none"> <li>○ Use <a href="#">Cornell notes</a><sup>15</sup> to record important or compelling lines from the play. Provide a correct citation, interpret the meaning of the quotation, and draw conclusions about what it reveals about characters or themes of the play. When drawing conclusions, consider which character delivers the line, who the character is addressing, who is on stage or not, and the context of the line (i.e., the precipitating cause and/or resulting event or action). (RL.11-12.2, RL.11-12.3, RL.11-12.6)</li> <li>○ Record pertinent information about the characters, events, and conflicts that emerge throughout the play. Sample lesson plan with graphic organizers can be accessed <a href="#">here</a>.<sup>16</sup> (RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5)</li> </ul> <ul style="list-style-type: none"> <li>● Then conduct a whole-class discussion in which students analyze Act III. Prompt students to use <a href="#">accountable talk</a><sup>17</sup> throughout the discussion and draw evidence from the play to support the discussion. (SL.11-12.1a-d, SL.11-12.4, SL.11-12.6) Possible discussion questions for Act III: <ul style="list-style-type: none"> <li>○ How is the tone of Act III different from the first two acts? What most contributes to the development of the tone? (RL.11-12.4)</li> <li>○ What is the Stage Manager's explanation for death and its effects? How does his explanation contribute to the meaning or themes of the play? (RL.11-12.2)</li> <li>○ Interpret the meaning of significant lines or moments in Act III, focusing on how those lines or moments contribute to the meaning or themes of the play. (RL.11-12.2, RL.11-12.4) <ul style="list-style-type: none"> <li>▪ "Live people don't understand, do they?"</li> <li>▪ Emily wants to go back for a day. Why does Mrs. Gibbs urge Emily not to go back for a day? Why does she urge her to pick an "unimportant day"?</li> <li>▪ "Do any human beings ever realize life while they live it? Every, every minute?"</li> <li>▪ Summarize the different views on life given by the dead.</li> <li>▪ Discuss the Stage Manager's final speech. How does the speech take us back to our own time and lives?</li> </ul> </li> </ul> </li> </ul>

<sup>15</sup> <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<sup>16</sup> <http://edsitement.neh.gov/lesson-plan/dramatic-and-theatrical-aspects-thornton-wilders-our-town-common-core-exemplar#sect-thelesson>

<sup>17</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Consider again the effect of minimal sets and props and unconventional interactions between the Stage Manager, the actors on stage, and the audience, including posed members in the audience. How does this structure contribute to the development of themes of the play?</li> <li>○ Determine the tone of Emily’s goodbye speech and how that tone is developed. <b>(RL.11-12.4)</b> How does what Emily focuses on contribute to the development of a theme of the play? <b>(RL.11-12.2)</b> How does the content of her speech and her tone relate to Putnam’s research? <b>(RL.11-12.9, RI.11-12.9)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students write a response to the following prompt: Determine two or more themes of <i>Our Town</i> and explain how they are developed over the course of the text. Consider Wilder’s choices in structure and characterization. <b>(RL.11-12.2, RL.11-12.3, RL.11-12.5, W.11-12.2a-f, W.11-12.4, W.11-12.9a, W.11-12.10, L.11-12.1, L.11-12.2a-b, L.11-12.3a, L.11-12.6)</b></li> </ul>
<p><b>LESSON 5:</b></p> <p>“<a href="#">Contents of the Dead Man’s Pocket</a>,” Jack Finney</p>	<p><b>TEXT DESCRIPTION:</b> This text tells of one man’s harrowing adventure to rescue a piece of paper that flew off his desk onto a ledge. As he goes to rescue the paper, the window shuts and he becomes trapped on the ledge.</p> <p><b>TEXT FOCUS:</b> Similar to Emily in <i>Our Town</i>, who realizes that people never appreciate the people in their lives while they are living, Tom Benecke faces death, which causes him to evaluate his priorities and consider the importance of his family over work. Students can use this text as a practice assessment and discuss their thinking and analysis process with peers.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students practice for the cold-read assessment by independently reading and answering questions about a text. Then they discuss their responses with a partner and the class.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read the text independently. <b>(RL.11-12.10)</b></li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Ask students to answer a series of multiple-choice and constructed-response questions in writing as a practice cold-read assessment. Possible questions: <ul style="list-style-type: none"> <li>○ In the beginning of the story, Tom Benecke is at home working, but he is having a hard time getting started. What distracts him from his work?</li> <li>○ What does Tom value most at the beginning of the story? How is this revealed?</li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ What is the significance of the yellow paper? How does the author illustrate its significance?</li> <li>○ Explain Tom’s ambition. How does this ambition relate to an earlier conflict in the story?</li> <li>○ How does the author manipulate time as Tom attempts to overcome his fear? How does this reinforce the effect, plot, and character development?</li> <li>○ When Tom imagines the report of "the contents of the dead man's pocket," what does he realize about his life's priorities?</li> <li>○ What transformation occurs in Tom over the course of the text? How does the author’s word choice reveal this transformation? How do Tom’s changes affect his priorities? How do these changes contribute to the development of a theme of the text?</li> <li>○ How do the themes of “The Contents of a Dead Man’s Pocket” relate to <i>Our Town</i>? Write a multi-paragraph essay that compares and contrasts the themes of each text.</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students work with a partner using a different colored ink to compare and provide feedback on their answers. Focus pairs on improving the accuracy of the responses, the use of evidence and integration of quotations, and the complexity of vocabulary and varying syntax. <b>(SL.11-12.1a-d, W.11-12.5, W.11-12.8, W.11-12.9a, L.11-12.3a, L.11-12.6)</b></li> <li>• Then conduct a whole-class discussion in which students share their responses and explain how their thinking changed as a result of discussing ideas with a partner. <b>(SL.11-12.4, SL.11-12.6)</b></li> </ul>
<p><b>LESSON 6:</b></p> <p><i>Our Town</i> <a href="#">videos</a></p>	<p><b>TEXT DESCRIPTION:</b> Select multiple videos that provide various renditions of selected scenes from the play.</p> <p><b>TEXT FOCUS:</b> Students compare how different live or filmed versions of the play interpret the written text and discuss the significance of the differences and choices made by the director or actors. <b>(RL.11-12.7)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students view multiple renditions of scenes from <i>Our Town</i>. They analyze the similarities and differences in the productions. Then they write their own version of a scene based on their town.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• As a class, watch various versions of performed scenes from <i>Our Town</i>.</li> <li>• While students watch the videos, ask them to make note of how each variation is similar to and/or different from</li> </ul>

TEXT SEQUENCE	TEXT USE
	<p>Wilder’s original text. (RL.11-12.7) A handout to use for this task is available <a href="#">here</a>.<sup>18</sup></p> <ul style="list-style-type: none"> <li>Have students read <a href="#">Charles Isherwood’s review</a><sup>19</sup> from <i>The New York Times</i> of a live performance of <i>Our Town</i>. Discussion questions about this review are available <a href="#">here</a>.<sup>20</sup> Prompt students to use this as a model for their written summaries and evaluations under Express Understanding (below).</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Using their notes to support them, have students write a response to the following prompt: Write a summary of each viewed interpretation of the play. (RL.11-12.2) Within the summary, explain how each version interprets the source text, noting any alterations, additions, or omissions and the significance of the changes. Conclude the essay by evaluating whether the interpretations were effective in conveying the meaning from the original play. (RL.11-12.7, W.11-12.1a-c, W.11-12.2a-f, W.11-12.4, W.11-12.9a, W.11-12.10, L.11-12.1, L.11-12.2a-b, L.11-12.3a, L.11-12.6)</li> <li>Have students reread Act I of the play. Then write a scene inspired by the play’s “timely and timeless aspects.” Perform the scenes as a readers’ theater. A sample lesson for this task can be accessed <a href="#">here</a>.<sup>21</sup> (RL.11-12.2, RL.11-12.3, RL.11-12.5, W.11-12.3, W.11-12.3a-e, W.11-12.4)</li> </ul>
<p><b>LESSON 7:</b></p> <p><a href="#">“Song of Myself,”</a> Walt Whitman</p> <p><a href="#">“Self-Reliance,”</a> Ralph Waldo Emerson</p>	<p><b>TEXT DESCRIPTION:</b> “Song of Myself” is a poem that celebrates what the poet likes about himself. “Self-Reliance” is an essay that stresses the importance of self-reliance as it relates to the individual and society.</p> <p><b>TEXT FOCUS:</b> Despite the different genres of these two texts, there are strong similarities in the perspectives of the authors. While reading, pay special attention to those similarities and how they are conveyed across varied genres.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read both texts independently and then compare and contrast the ideas of society versus self that are presented in these texts. They will also examine how each author uses literary devices to convey his ideas.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>Have students read both texts independently and briefly summarize. (RL.11-12.2, RL.11-12.10, RI.11-12.2, RI.11-12.10)</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p>

<sup>18</sup> [http://www-tc.pbs.org/shakespeare/educators/handouts/flm-lp\\_comparingadapt.pdf](http://www-tc.pbs.org/shakespeare/educators/handouts/flm-lp_comparingadapt.pdf)

<sup>19</sup> [http://www.nytimes.com/learning/teachers/featured\\_articles/20090305thursday.html](http://www.nytimes.com/learning/teachers/featured_articles/20090305thursday.html)

<sup>20</sup> [http://www.nytimes.com/learning/teachers/lessons/20090305thursday\\_print.html](http://www.nytimes.com/learning/teachers/lessons/20090305thursday_print.html)

<sup>21</sup> [http://www.nytimes.com/learning/teachers/lessons/20090305thursday\\_print.html](http://www.nytimes.com/learning/teachers/lessons/20090305thursday_print.html)



TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• As students read each text, prompt them to annotate each text, focusing on how the author’s choices contribute to the development of meaning and central ideas. (<b>RL.11-12.1, RL.11-12.2, RL.11-12.4, RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, L.11-12.5a-b</b>) For the poem, students may choose to use the <a href="#">TP-CASTT strategy</a><sup>22</sup> for analyzing and annotating the text. For “Self-Reliance,” students may choose to use the <a href="#">SOAPStone strategy</a>.<sup>23</sup></li> <li>• Then conduct a whole-class discussion in which students refine their understanding of the texts. (<b>SL.11-12.1a-d</b>) Possible topics for discussion: <ul style="list-style-type: none"> <li>○ How does the speaker of “Song of Myself” view himself in relation to others? (<b>RL.11-12.2, RL.11-12.6</b>)</li> <li>○ What does Whitman’s use of paradox reveal about his view of humankind? (<b>RL.11-12.2, L.11-12.5a</b>)</li> <li>○ Analyze Whitman’s treatment of death in his poem. How does his view differ from that presented in <i>Our Town</i> and/or “The Contents of a Dead Man’s Pockets”? (<b>RL.11-12.2, RL.11-12.9</b>)</li> <li>○ In “Self-Reliance,” how is Emerson’s idea of self-reliance different from and similar to the common use of the term (i.e., take care of your own needs and don’t depend on others outside yourself)? (<b>RI.11-12.2, L.11-12.5b</b>)</li> <li>○ Summarize Emerson’s central ideas and explain how he develops those ideas over the course of the text. How might Emerson respond to the following ideas, “Believe anything you want to believe and do anything you want to do” and “Nothing outside yourself matters”? (<b>RI.11-12.2, RI.11-12.3, RI.11-12.5</b>)</li> <li>○ How does Emerson define “genius”? (<b>RI.11-12.4</b>) What does he describe as the benefits?</li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students write a composition in response to the following prompt: Compare and contrast the ideas presented in these two texts. (<b>RL.11-12.9, RI.11-12.9</b>) How does each author see one’s self in relation to society? How do the authors’ style, use of literary devices, word choice, and choice of structure/genre impact the effectiveness of their message? (<b>RL.11-12.2, RL.11-12.4, RI.11-12.2, RI.11-12.3, RI.11-12.5, W.11-12.2a-f, W.11-12.4, W.11-12.9a-b, W.11-12.10, L.11-12.1, L.11-12.2a-b, L.11-12.3a, L.11-12.6</b>)</li> </ul>
<p><b>LESSON 8:</b></p> <p>“<a href="#">Mending Wall</a>,” Robert</p>	<p><b>TEXT DESCRIPTION:</b> Both of these texts use the idea of neighbors separated by a wall. “Mending Wall” conveys the story of two neighbors who meet and converse over a traditional New England stone wall that needs yearly repair due to erosion and natural weathering. “The Interlopers” portrays two families feuding over land separated by a wall.</p>

<sup>22</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>23</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>Frost (<a href="#">Lesson Plan</a>)</p> <p>“<a href="#">The Interlopers</a>,” Saki</p>	<p><b>TEXT FOCUS:</b> The concept of “walls” that humans build can be taken both literally and figuratively in these texts. These texts relate to the anchor in that each presents complicated human relationships between neighbors. Students analyze the texts for each author’s choices concerning word choice, imagery, symbolism, characterization, and structure. Students also consider how the walls in each text are similar and different; conflicting characters might possess similar motivations, and themes being conveyed in each text relate to the themes of <i>Our Town</i> and to the ideas of the unit (i.e., society or community versus the individual).</p> <p><b>MODEL TASK</b></p> <p><b>SAMPLE TASK:</b> Have students conduct in-depth analysis of the poem's form and content in pairs or small groups. Provide them with <a href="#">Frost's Form and Content</a>.<sup>24</sup></p>
<p><b>LESSON 9:</b></p> <p>“<a href="#">The Story of an Hour</a>,” Kate Chopin</p> <p>“<a href="#">The Bath</a>,” Raymond Carver</p>	<p><b>TEXT DESCRIPTION:</b> Both of these texts illustrate challenges in communicating with and understanding one another. Both reinforce the idea that people can be in the presence of others yet still be isolated.</p> <p><b>TEXT FOCUS:</b> Both texts provide an opportunity for students to examine literary devices, especially irony, and their role in establishing themes in each story. These texts relate to ideas of the unit in that individuals find it difficult to find connections to their society. Mrs. Mallard in “The Story of an Hour” doesn’t ascribe to the traditional role of a wife and the mother and father in “The Bath” suffer from the inability to communicate, indicative of a lack of intimacy and meaningful connections between individuals.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read both texts in pairs and then examine how each text provides a comment on the communication and isolation of the individual in society. Students are asked to pay special attention to irony and symbolism.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read these texts in pairs.</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• As students read “The Story of an Hour,” have them record examples of irony from the story in a three-column graphic</li> </ul>

<sup>24</sup> [http://edsitement.neh.gov/sites/edsitement.neh.gov/files/worksheets/Robert%20Frost%27s%20Mending%20Wall\\_Frost%27s%20Form%20and%20Content.pdf](http://edsitement.neh.gov/sites/edsitement.neh.gov/files/worksheets/Robert%20Frost%27s%20Mending%20Wall_Frost%27s%20Form%20and%20Content.pdf)

TEXT SEQUENCE	TEXT USE
	<p>organizer (column 1: example of irony, column 2: type of irony, and column 3: effect on the story).</p> <ul style="list-style-type: none"> <li>• Throughout their reading of “The Bath,” instruct students to make note of communicative opportunities (both realized and missed) between the various characters. What is significant about the way the author chose to end the story? <b>(RL.11-12.5)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students work collaboratively to answer a series of questions about the texts, in writing, such as: <ul style="list-style-type: none"> <li>○ How is irony utilized to develop character and plot in “The Story of an Hour”? <b>(RL.11-12.3, RL.11-12.6)</b></li> <li>○ In what ways is this passage from “The Story of an Hour” significant? What kinds of sensory images does this passage contain, and what senses does it address? What does the vision through the open window symbolize? Where else does she taste, smell, or touch something intangible in the story? <b>(RL.11-12.2, RL.11-12.3)</b> <ul style="list-style-type: none"> <li>▪ “She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves.”</li> </ul> </li> <li>○ In “The Bath,” describe Ann Weiss’s first encounter with the baker. How does the reality of that meeting contrast with her expectations? Analyze the baker’s apology to Ann and Howard at the end of the story. Is there any evidence that it is not sincere? Discuss the symbolism and significance of the last two paragraphs of the story. <b>(RL.11-12.2, RL.11-12.3, RL.11-12.5)</b></li> <li>○ Consider the significance of the title, “The Bath,” in relation to the death of Scotty, Ann and Howard’s encounter with the baker, and the events and meaning of the story as a whole. <b>(RL.11-12.2, RL.11-12.3, RL.11-12.5)</b></li> <li>○ What is the social role and expectations of the individuals in these texts? Do they fill those roles or defy them? What is sacrificed as a result of each decision (either filling the role or defying the role)? <b>(RL.11-12.3)</b> How does Mrs. Mallard’s situation and Ann and Howard’s lack of communication support or contradict the changes described in the excerpt from <i>Bowling Alone</i>? <b>(RL.11-12.9, RI.11-12.9)</b></li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 10:</b></p> <p>Chapters 1-4 and 31 of <i>The Adventures of Huckleberry Finn</i>, Mark Twain</p>	<p><b>TEXT DESCRIPTION:</b> In the beginning chapters, Twain goes to great lengths to describe Huck Finn in contrast to the other members of society who feel it is their responsibility to “civilize” him. Chapter 31 is pivotal to the story as this is where Huck makes his decision not to turn Jim in.</p> <p><b>TEXT FOCUS:</b> These chapters relate to the anchor in that Huck Finn determines that he has outgrown his society. As with other texts in the unit, this novel addresses the concepts of society versus the individual. As students read these chapters, they should consider what Twain is saying about society and the will of the individual through his word choice, humor, and irony in Huck’s narration. <b>(RL.11-12.4, RL.11-12.5, RL.11-12.6)</b> Despite the intentions of those who want to “civilize” Huck, who in the story is most in need of being civilized? How does Twain use Huck’s character to comment on the role of the society versus the individual? <b>(RL.11-12.2, RL.11-12.3, RL.11-12.9)</b></p>
<p><b>LESSON 11:</b></p> <p>“<i>The End of Solitude</i>,” William Deresiewicz</p>	<p><b>TEXT DESCRIPTION:</b> “The End of Solitude” describes the end of solitude and the inability for people to be alone as a result of the increase in technologies such as the Internet, cell phones, and social media.</p> <p><b>TEXT FOCUS:</b> The presented argument focuses on the idea of visibility and how society has developed individuals who are not alone but still lonely and isolated from intimate and meaningful connections with other humans. This relates to the anchor in that despite living in a small, close-knit town, the characters of <i>Our Town</i> never quite understood each other or what they had while they were alive. This article also reinforces the concept of society versus the individual and offers a new perspective on the definitions of “individual” and “society” as they relate to social networking and the 21<sup>st</sup> century. This essay allows students the opportunity to examine how an author’s decisions regarding language impact the development of a claim and the effectiveness of an argument.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read “The End of Solitude” in pairs. Students examine the language choices made by Deresiewicz as he develops the central idea of the text. Finally, students participate in a Socratic seminar in which they discuss thematic ideas shared across the various texts of the unit.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• During class, have students read “The End of Solitude” in pairs. <b>(RI.11-12.10)</b></li> <li>• Prompt pairs to reread, paraphrase, and interpret different phrases and sentences with figurative and/or connotative meanings and other literary devices. Then consider the effect of those sentences and how they are used in the text to develop a central idea. <b>(RI.11-12.2, RI.11-12.4, L.9-10.5a-b, L.9-10.6)</b> Sample phrases: <ul style="list-style-type: none"> <li>○ “Social life is a bustle of petty concerns, a jostle of quotidian interests...” (Paragraph 4)</li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ “The Romantic practice of solitude is neatly captured by Trilling’s ‘sincerity’: the belief that the self is validated by a congruity of public appearance and private essence, one that stabilizes its relationship with both itself and others.” (Paragraph 6)</li> <li>○ “The child who grew up between the world wars as part of an extended family within a tight-knit urban community became the grandparent of a kid who sat alone in front of a big television, in a big house, on a big lot.” (Paragraph 10)</li> <li>○ “Not long ago, it was easy to feel lonely. Now it is impossible to be alone.” (Paragraph 10)</li> <li>○ “That is precisely the recognition implicit in the idea of solitude, which is to loneliness what idleness is to boredom.” (Paragraph 15)</li> <li>○ “Today’s young people seem to feel that they can make themselves fully known to one another. They seem to lack a sense of their own depths, and of the value of keeping them hidden.” (Paragraph 18)</li> <li>○ “We are not merely social beings. We are also separate, each solitary, each alone in our own room, each miraculously our unique selves and mysteriously enclosed in that selfhood.” (Paragraph 19)</li> <li>○ “But no real excellence, personal or social, artistic, philosophical, scientific or moral, can arise without solitude.” (Paragraph 20)</li> </ul> <ul style="list-style-type: none"> <li>● Project paragraphs 13-14 and read them aloud. Ask students to identify any patterns they notice in these paragraphs. This should prompt them to identify the repetition of “bored” or “boredom.” Underline each instance of “bored” or “boredom” in these paragraphs. Discuss with students the rhetorical effect of the sentence patterns and repetition. Sample prompting questions: <ul style="list-style-type: none"> <li>○ What does Deresiewicz claim in this paragraph? How does he establish and support that claim? <b>(RI.11-12.1, RI.11-12.8)</b></li> <li>○ How do the claim and structure of this paragraph build a central idea of the entire text? <b>(RI.11-12.5)</b></li> <li>○ How does this paragraph add to the overall effect of the essay? <b>(RI.11-12.6)</b></li> </ul> </li> <li>● Have pairs analyze the meaning of other words repeated in the text. Ask students to identify the paragraph and/or sentence, describe the word’s context, and determine the word’s definition and use. What most directly contributed to their development of a definition? Possible words to analyze: <i>solitude, alone, loneliness, self, social/society, connection/connectivity</i>. <b>(L.11-12.4a-b, L.11-12.5b, L.11-12.6)</b> Ask pairs to review how the various definitions changed or were further refined over the course of the text and determine how Deresiewicz uses the context to change and refine the meaning of words to develop a claim or central idea of the text. <b>(RI.11-12.2, RI.11-12.4)</b></li> </ul>

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	<ul style="list-style-type: none"> <li>• Then ask pairs to analyze Deresiewicz’s argument. <b>(RI.11-12.8, RI.11-12.9)</b> <ul style="list-style-type: none"> <li>○ Identify two to three central ideas being discussed. What is Deresiewicz’s stated purpose?</li> <li>○ Next to each paragraph, paraphrase or summarize the content. <b>(RI.11-12.2)</b></li> <li>○ How do the central ideas interact over the course of the text? Identify three quotations from the text that support this intersection and the relationship between the ideas. <b>(RI.11-12.1, RI.11-12.2, RI.11-12.3)</b></li> <li>○ Explain the structure of Deresiewicz’s argument based on how each paragraph relates. Does the structure support his argument and make it clearer or more convincing or engaging? <b>(RI.11-12.5)</b></li> <li>○ How does Deresiewicz appeal to his audience to convince them of his purpose? <b>(RI.11-12.6)</b></li> </ul> </li> <li>• Have students select sentences from the article they find compelling and emulate their structure in their own writing for the task in Express Understanding (below). <b>(L.11-12.1, L.11-12.2a-b, L.11-12.3a)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students respond to the following prompt in writing: At the end of the first paragraph, Deresiewicz says, “If Lionel Trilling was right, if the property that grounded the self, in Romanticism, was sincerity, and in modernism it was authenticity, then in postmodernism it is visibility.” How does Deresiewicz define “visibility” in the text and what does he claim are the results of the quest for visibility? <b>(RI.11-12.2, RI.11-12.3, W.11-12.1a-e, W.11-12.4, W.11-12.9a-b, W.11-12.10, L.11-12.1, L.11-12.2a-b, L.11-12.3a, L.11-12.6)</b></li> <li>• Lastly, conduct a <a href="#">Socratic seminar</a><sup>25</sup> in which students consider the ideas of the unit and discuss how the various texts connect. <b>(RI.11-12.9, RI.11-12.9)</b> Possible questions: <ul style="list-style-type: none"> <li>○ How do the various authors define individualism and its consequences? Do you agree or disagree?</li> <li>○ How do the various authors define community and its effects on the individual? Do you agree or disagree?</li> <li>○ How are the central ideas of the informational texts reflected in the literary texts and vice versa?</li> <li>○ Why does the argument between society or community and the individual continue to be written about? What is the nature of the argument that is so universal that it transcends cultures, class, genders, etc.?</li> </ul> </li> </ul> <p>Provide students with 15 minutes to work independently or in pairs to devise answers to the questions and locate</p>

<sup>25</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

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	<p>specific evidence from the unit texts. (RL.11-12.1) Form two concentric circles and have the inner circle discuss their answers to the questions for eight minutes using <a href="#">accountable talk</a>,<sup>26</sup> providing evidence for their ideas and actively incorporating others into the discussion. (SL.11-12.1a-b, SL.11-12.4) While the inner circle discusses, ask students in the outer circle to evaluate the point of view, reasoning, and use of evidence of a student in the inner circle. (SL.11-12.3) Have students in the outer circle record their thoughts using a platform like <a href="#">Today'sMeet</a>.<sup>27</sup> (W.11-12.6) After the eight-minute discussion, swap the inner and outer circles and repeat the process. Following the discussion, have the class review the recorded thoughts and reflect on the seminar by indicating how their thoughts were justified or qualified based on the reasoning or evidence of others in the discussion and how they could improve future discussions (i.e., incorporating others into the discussion, asking more questions, making more connections between ideas). (SL.11-12.1c-d, SL.11-12.6)</p>
<p><b>LESSON 12:</b> <i>Our Town</i>, Thornton Wilder</p>	<p><b>MODEL TASK</b> SAMPLE SUMMATIVE TASK: <a href="#">Culminating Writing Task</a></p>
<p><b>LESSON 13:</b> <a href="#">“The Essentiality of Individualism in Modern America,”</a> Caleb Jacobo  <a href="#">“Volume II, Section 2, Chapter VIII, How the Americans Combat Individualism by the Principle of Self-Interest Rightly Understood,”</a> Alexis de Tocqueville</p>	<p><b>MODEL TASK</b> SAMPLE SUMMATIVE TASK: <a href="#">Cold-Read Task</a></p>
<p><b>LESSON 14:</b> Various texts for independent research</p>	<p><b>MODEL TASK</b> SAMPLE SUMMATIVE TASK: <a href="#">Extension Task</a></p>

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<sup>27</sup> <https://todaysmeet.com/>