



**Unit Name: Reading Literature**

**Duration: Unit 1**

**Essential Questions: How do Native Americans relate to nature?**

**How would one define the important genres, devices, techniques and terms in literature?**

**How did the ideals of the patriots impact the literature of the Colonial Period?**

**How did the interactions between the Native Americans influence the literature of the Colonial Period?**

**How did the religious beliefs of the early settlers affect the writings of the colonial period?**

**Enduring Understandings: Readers can appreciate the origins of the American Literary tradition.**

**Readers can recognize the importance of nature and its portrayal in literature during the colonial period.**

**Readers can explain the religious background of many early American writings.**

**Readers can describe the education in the American colonies during the 1600s and 1700s.**

**Readers can identify a variety of literary concepts and techniques as they are used in early American literature.**

**Relevant Standards: R.L.9.1, R.L.9.2, R.L.9.3, R.L.9.4, R.L.9.6, W.9.2, W.9.2b., W.9.2c., SL.9.1, SL.9.1b, SL.9.1c., L.9.1b., L.9.2b., L.9.2c, L.9.3, L.9.4, L.9.4a, L.9.4c.d., L.9.5a., L.9.5b.**

**Core Instruction: Native American literature blends reading, writing and grammar lessons.**

**Reading: Genre Literature/Fiction**



- Close reading skills; fluency; analyze how particular elements of a story interact:
- How setting shapes the characters; how plot shapes the characters;
- Analyze how author develops and/or contracts points of view of different character or narrator.
- Analyze how a poem's form or structure contributes to its meaning
- Determine the meaning of words and phrases and analyze impact of rhyme, alliteration, in specific verses, stanzas or sections of a story or drama
- Identify a variety of literary concepts and techniques as they are used in early American literature
- Interpret a poem orally
- Analyze poetry for poetic devices and symbolic elements.
- Understand the use of repetition of a refrain in a song or poem.

**Writing: Developing a Thesis and Writing a Five Paragraph Literary Essay**

Elements of an Essay: topic paragraph, 2-3 supporting paragraphs, concluding paragraph (traditional 5 paragraph essay)

Students write a literary essay in response to Early American Literature.

- Develop a thesis.
- Write with well-structured supporting details.
- Write a conclusion that ties thesis to supporting details.
- Guidance and support from teachers and peers, develop and strengthen writing: planning, revising, editing with focus on development, organization, style, purpose and audience.
- Engage effectively in a range of collaborative conversations with diverse partners to build one another's ideas and express their own clearly.

**Grammar:**

- Sentence Structure (simple, compound, complex, compound-complex); independent-dependent clauses; commas (these grammar



skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)

- Demonstrate command of conventions of standard English capitalization
- Demonstrate command of conventions of standard English spelling
- Clarify meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

**Interdisciplinary Connections**

Students will work in conjunction with their History classes to connect Early American literature and Early American history in order to develop a thesis driven essay.

**Tier 2 Vocabulary:** according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, conclude, conclusion, concrete, consider, convey, correlate, credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, expository, first draft, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, proofread, reference, revise, review, respond, structure, succinct, support, symbolize, transition

**Tier 3 Vocabulary:** metaphor, personification, symbol, rhyme, simile, stanza

**Core Instructional Materials/Resources/Digital Tools:** Textbook: *Literature and the Language Arts: The American Tradition* poems and excerpts: “Song of the Sky Loom,” “Sinners in the Hands of an Angry God,” “Huswifery,” from *Of Plymouth Plantation*, from *The New England Primer*, from the Iroquois Constitution, from *The Very Brief Relation of the Devastation of the Indies*, from *The General History of Virginia, New England, and the Summer Isles*

**21<sup>st</sup> Century Themes and Skills:**



<p><b>CRP2.</b> Apply appropriate academic and technical skills.</p> <p><b>CRP4.</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP7.</b> Employ valid and reliable research strategies.</p> <p><b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP9.</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP11.</b> Use technology to enhance productivity.</p> <p><b>CRP12.</b> Work productively in teams while using cultural global competence.</p>	<p>Students will research Early American history and write an essay on how it reflects on Native American Literature.</p>
<p><b>8.1 Educational Technology</b></p> <p>8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5</p>	<p>Understand and use technology systems.</p>



<p><b>Assessments and Performance Tasks:</b></p>	<p>Students will read a story and analyze it using literary elements.</p> <p>Students will take a test consisting of short answers, extended responses, matching characters to significant quotes, and an essay on the literature studied.</p> <p>Write a thesis driven essay analyzing Early American History and how it reflects in Native American Literature.</p>

**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p>Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.</p> <p>Encourage creative expression and thinking by allowing students to</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p>



<p>choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two. Provide opportunities where students are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Use Higher Level Questioning</p>	<p>device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary and important information</p> <p>Emphasize critical/key information</p> <p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</p> <p>Provide study guide and notes</p> <p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> <p>Consistent, immediate feedback</p> <p>Vocabulary files</p>	<p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student request books on tape/CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short</p>	<p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p>
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<p>Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p>	<p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</p>	<p>term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p>	<p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>
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		<p><b>Modifications for Assessments</b> Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish or accommodations / modifications for assessments.</p>	<p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b> Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish accommodations / modifications for assessments.</p>
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