English Instructional Plan – Individuality and Fictional Characters’ Responses to Injustice: Themes and Symbols

[Lesson duration: Approximately 1-2 weeks.]

**Primary Strand: 9.4-10.4 Reading**

**Integrated Strand/s:**

* **9.1-10.1, 9.2-10.2,** **Communication and Multimodal Literacy**

**Essential Understanding:**

* understand how authors are often influenced by culture, society, or current events.
* understand a character’s development throughout a text

**Essential Knowledge, Skills, and Processes:**

* analyze the techniques used by an author to convey information about a character
* analyze character types, including dynamic/round character, static/flat character, and stereotype
* analyze how authors create multilayered characters through the use of literary devices

**Primary SOL:**

* 9.4e: Analyze the cultural or social function of a literary text.

**Reinforced (Related Standard) SOL:**

* 9.4k,10.4j: Compare/contrast details in literary and informational nonfiction texts.

**Academic Background/Language:**

* Students should have a basic understanding of context clues, figurative language, and characterization
* Students should view campaign signs and advertisements and should discuss the meaning and message that each ad is trying to convey, <http://www.livingroomcandidate.org/> is a great resource for this.

## Materials

[Teacher Note: Readings should hinge on the thematic unit questions and should be made up of a variety of texts, i.e. non-fiction, autobiography, fiction, and so on.]

* Recommended reading: *Lord of the Flies* by William Golding and/or *The Outsiders* by S.E. Hinton, and/or *To Kill a Mockingbird* by Harper Lee, and/or “Antigone” by Sophocles
* Recommended reading[: “Letter from Birmingham Jail” by Martin Luther King, Jr.](https://www.commonlit.org/en/texts/letter-from-birmingham-jail?search_id=24554566) (available on [www.commonlit.org](http://www.commonlit.org))
* “Harrison Bergeron” by Kurt Vonnegut
* On-line journal (Word document), Google Doc, or composition notebook or binder
* Dialectical journal compiling written analysis based on annotations
* Venn diagrams (graphic organizer)

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Teacher will review previously read material that covers the universal theme of the power of individuality over injustice. Teacher may provide a direct writing prompt or provoke a classroom discussion on reading material the students have read previously. Consider questions on theme, character, symbolism, and other elements of language or literary devices like those below:
  + What themes does “Letter from Birmingham Jail” share with the other texts we’ve read?
  + Which character(s) are most effected by injustice in their world? How do you know?
  + Identify three symbols from the text and explain what you think they may represent.
* Students will read and analyze readings (from the list above or teacher choice). Teacher provides students with open-ended, exploratory reading response questions on elements of language or literary devices, including figurative language, and so on. For example, how does the author use \_\_\_\_\_\_\_\_\_ to convey \_\_\_\_\_\_\_\_\_? Consider timed writing responses, classwork, or homework for these reading responses.
* Students will complete a dialectical journal (example attached) analyzing how the authors use the elements of language to convey purpose. Teacher should encourage students to note: textual evidence, page number reference, and commentary.
* Using their annotations and dialectical journal, have students – in pairs – complete a compare/contrast Venn diagram. Students will present Venn diagram to the class. Students should note intra-textual similarities, including authorial purpose. Consider dissimilarities among the texts, including different authorial purpose, rhetorical occasions, figurative language, elements of style, and so on.
* Teacher reviews how authorial purpose conveys political struggle, individual rights, or cultural/societal tradition. Consider a class discussion allowing students to use their Venn diagrams and annotations emphasizing how the writers use elements of language to accomplish authorial purpose.
* Students will complete summative assessment as outlined below. Consider individual, partner, or small group work.

**Assessment (Diagnostic, Formative, Summative)**

* As a diagnostic assessment, teacher should circulate around the room during open discussions. Review reading responses from the students to provoke a larger class discussion.
* As a formative assessment tool, students will present their compare/contrast Venn diagrams to the class. Consider individual or partner work for this assessment.
* As a summative assessment, students will create a campaign advertisement for one character from one of the fiction texts they’ve read that includes that character’s view on injustice and their world.

**Writing Connections:**

* Students will complete a written explanation detailing how the images and campaign them (including colors, etc.) they chose represents the figurative language, characterization, symbol, and so on, in their selected texts.

**Extensions and Connections (for all students)**

* Teacher should encourage students to utilize proper grammar, mechanics, spelling, and punctuation for the expositional essay component of the summative assessment.
* Teachers should encourage a synthesis of understanding allowing students to draw connections between a variety of texts and genres, i.e. nonfiction to fiction, article to short story, and so on.

**Strategies for Differentiation**

* Consider partner or small group work with designated roles for diagnostic and formative and summative assessments.
* Consider allowing students to work with a partner on the summative assessment.
* Consider a deadline extension for certain students that need extended time.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

***Text Title* Dialectical Journal**

Author:

Student Name:

Class Period:

Write quotes/excerpts from the text in the left column. Indicate page/line number in the center column. Respond to the quote/excerpt in the right column. Focus your entries on the literary and/or rhetorical devices we have discussed throughout the school year thus far. Including but not limited to:

**Indirect characterization**

**Mood**

**Conflict (internal or external)**

**Figurative Language**

**Symbolism**

Provide at least 2 annotations for each literary device. Don’t forget to analyze the purpose/effect of each device. Don’t simply identify it! (That’s the easy part!) You will be using these annotations to:

1. Identify the universal themes in the story
2. Explain how the historical context.
3. How this story compares/contrasts to other stories we have read
4. Show how writing elicits emotions/conveys purpose/develops plot, and so on.

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| Quote/Evidence | page/line # | Analysis  (use the list above to help you answer the significance of the device) |
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