

English 3H

Unit 1: The Power of Narrative

Works Studied

Long fiction	<i>Their Eyes Were Watching God</i>	Zora Neale Hurston
Short Fiction	“Sweat”	Zora Neale Hurston
Nonfiction	“How it Feels to Be Colored Me”	Zora Neale Hurston
	“Dustracks on a Road”	Zora Neale Hurston
	various sources from Inquiry Lab	

Learning Standards

Content Knowledge Literature Standards

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.
2. Determine two or more **themes** 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.
3. **Analyze** the impact of the author’s choices regarding how to develop and relate elements of a story or **drama**.

Writing Standards

Standard 3

Write narratives to develop real or imagined experiences or **events** using effective technique, well-chosen details, and well-structured event **sequences**.

- a. Organize information and ideas around a **topic** to plan and prepare to write.
- b. Engage and orient the reader by **setting** out a problem, situation, or **observation** and its significance, establishing one or multiple **point(s) of view**, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. Use narrative techniques, such as dialogue, **pacing**, **description**, **reflection**, and multiple **plot** lines, to develop experiences, events, and/or characters.
- d. Use a variety of techniques to sequence events so that they build on one another to create a **coherent** whole and build toward a particular **tone** and outcome.
- e. Use precise words and **phrases**, telling details, and **sensory language** to convey a vivid picture of the experiences, events, setting, and/or characters.
- f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- g. Develop and **strengthen** writing as needed by **revising**, **editing**, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific **purpose** and **audience**.

Language Standards

Standard 4

Determine and/or clarify the meaning of unknown and **multiple-meaning words and phrases** based on grades 11–12 reading and content, choosing flexibly from a **range** of strategies: **context clues**, word parts, **word relationships**, and **reference materials**.

Inquiry Lab: Harlem Renaissance (Separate handout)

Literary Elements: local color, dialect, frame narratives, memoir, metaphor, symbol, folklore, legend, theme, characterization, irony

Major Assessments: unit test, inquiry lab

Other Assessments: reading quizzes, in-class writings, homework/classwork assignments; inquiry lab products, unit test

Schedule

September 17-18	vocabulary lesson 11:6-10 summary vs. paraphrase vs. analysis Background Hurston and Jim Crow South “Sweat,” by Hurston with questions HW: finish “Sweat” assignment, bring novel next class
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September 19-20	vocabulary lesson 11:11-15 “Sweat” discussion/HW check for questions (WE/CKF) Begin <i>Their Eyes Were Watching God</i> : Frame Story Guidance in for B day HW: Reading 1 – Chapters 1-4 due September 25-26; reading guide optional
September 21-24	Guidance in for A day Vocabulary card assignment; Assign Inquiry Lab HW: finish reading 1, due next class
September 25-26	Vocabulary lesson 11:16-20 Reading 1 due: reading quiz Activities for reading 1 HW: reading 2 – Chapters 5-6 due October 1-2
September 27-28	Vocabulary lesson 11:21-25 activities for first reading; literary elements HW: finish reading 2
October 1-2	work with lesson 11 morphemes Reading 2 due Activities for reading 2; vocabulary cards HW: Reading 3 – Chapters 7-10 due next class
October 3-4	review of lesson 11 First set of vocabulary cards due Finish and turn in vocabulary cards HW: reading 4 – Chapters 11-14 due next class
October 5-8	last vocabulary review Activities for reading 4 HW: prepare for vocabulary assessment
October 9-10	vocabulary assessment lesson 11 Inquiry lab workday after assessment HW: reading 5 – Chapters 15-18 due next class
October 11-12	Reading 5 due – announced quiz Last Inquiry lab workday after quiz HW: finish inquiry lab
October 15-16	Inquiry lab due – present findings Last vocabulary cards due next class HW: Reading 6 – Chapters 19-20
October 17-18	reading 6 due; last vocabulary cards due Work with overall text Assign paper: literary analysis lesson HW: choose topic – outline
October 19-22	outline due (first grade for second quarter) Work with overall text: Novel review Writing: using text support HW: prepare for unit test
October 23-24	Unit Test: TEWWG, short stories, literary elements (last first quarter grade); writing lab after test
October 25-26	Writing workshop Draft due next class: October 30-31(second grade for quarter 2)