**Subject area/course**: English/Language Arts

**Grade level/band**: 9

**Task source**: Summit Public Schools

**Literary Analysis Paragraph**

**TEACHER'S GUIDE**

1. **Task overview**:

Students complete a literary analysis paragraph that makes a claim about an author's moves or choices in a text.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

[CCSS.ELA-LITERACY.L.9-10.1](http://www.corestandards.org/ELA-Literacy/L/9-10/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.L.9-10.2](http://www.corestandards.org/ELA-Literacy/L/9-10/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-LITERACY.L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3/) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[CCSS.ELA-LITERACY.L.9-10.5](http://www.corestandards.org/ELA-Literacy/L/9-10/5/) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[CCSS.ELA-LITERACY.L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6/) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

1. **Critical abilities**

Analysis of Information:Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Communication in Many Forms:Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

Interpersonal Interaction and Collaboration:Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.

1. **Time/schedule requirements:**

Approximately 3 weeks

1. **Materials/resources:**
* Item A. Evidence Tracker
* Item B. Literary Analysis Paragraph Outline
* Item C. How to Embed and Cite Evidence
* Item D. How to Write a Topic Sentence Claim
* Item E. How to Write Advanced Analysis
* Item F. How to Write Context Background Information
* Item G. Peer Review Handout
* Item H. Proofreading Contract
1. **Prior knowledge:**
* Students will need to have a clear knowledge of literary devices and theme.
1. **Connection to curriculum:**

None listed.

1. **Teacher instructions:**

**\*\***Note to teacher: This text for this task, *Black Boy* by Richard Wright, deals with highly charged racial situations. It will only be appropriate for a mature 9th grade class.

**Introduction:** Before students read the text, they should be introduced to historical issues of segregation/racism in the mid-twentieth century: Jim Crow laws, "whites only signage," repercussions of violating norms or laws such as arrest, lynching etc. Students need to understand that the fear the protagonist feels has a basis in real threat. In addition, students will need a working knowledge of literary analysis terms: figures of speech, symbol, theme, etc.

**Entry Event**

Here is a suggested entry activity for the text *Black Boy*. There are multiple other activities that you can do to help students gain access to a text (nonfiction readings, PowerPoints about historical context, other media analysis, etc.) but Four Corners is easily adaptable for any text or primary themes.

*Four Corners Activity*

“I am dividing the four corners of the room into four sections. Each corner represents a specific opinion. Look closely at the board to make sure you remember each corner.”



“In a second, I am going to project a statement on the board. I want you to think about that statement for 30 seconds in your head, and then silently move into the corner that correctly identifies how you feel about that statement. Once you arrive in your corners, I will call on a few people to share their reactions to the statements.”

* Project one statement at a time:
	+ People will always choose to sit next to people of their own race.
	+ Racism no longer exists in America.
	+ Neighborhoods should be segregated by race or socioeconomic class to ensure order.
	+ People make assumptions about me because of my race.
* Ask students to share responses.
* Project the next statement and have students move silently to a new corner if they have changed their response.

*Four Corners Debrief*

“I am going to ask you to think very honestly about your feelings and responses to the statements that I just asked you to agree or disagree with.”

Questions:

* How did you feel about the questions that I asked?
* Did you notice that certain people gravitated toward certain corners?
* Why do people feel uncomfortable discussing race?
* Why is it important for us to learn about the racist history of our country and continue to discuss the problem of race in America?

**Reading Check**

The following is a sample reading check for the memoir, *Black Boy*. This check assesses students’ ability to comprehend and articulate the important events, details, characters, ideas, and themes of the text. These checks can be given on paper or in a Google Form.

* What happens to Richard at the start of the text? How does this event change Richard’s perspective on the world?
* What happens between Richard and the cat? How does this event illustrate important ideas about Richard’s character?
* How would you describe Richard’s experience with education?
* How does hunger play a role in Richard’s life?

**Writing Assignment:** The teacher will guide the students in writing a literary analysis paragraph. The teacher will engage the students in a step-by-step process using the following tools.

 ***Outline***

 See Evidence Tracker (Item A) and Literary Analysis Paragraph Outline (Item B).

 ***First Draft***

 See Writing Tools documents (Items C – F).

 ***Peer Review***

 See Peer Review Handout (Item G).

 ***Final Draft***

 Before students submit their final drafts, have them complete the Proofreading Contract (Item H).

1. **Student support:**

None listed

1. **Extensions or variations:**

None listed.

1. **Scoring:**

Student work can be scored using the Summit Public Schools Literary Analysis Paragraph Rubric.