

UNIT OF STUDY 5

Title: Finding Meaning Through the Artist’s Voice Language and Composition	Subject/Course: AP English Length: 3 weeks
Topic: Close Reading Style	Grade: 11
Designer: Sheryl Murtha	
UNIT GOALS AND EXPECTATIONS	
IMPORTANT CONCEPTS: Style gives writing voice Tone is the writer’s or speaker’s attitude toward his subject. Tone is created through style. Tone does not create style. Diction, Images, Details, Language, Sentence Structure all contribute to tone Mechanics is a part of style. Sentence structure is a part of style.	ESSENTIAL QUESTIONS: How do we identify tone? What is meant by “style”? How does studying DIDDLS contribute to tone? How can I improve my writing style? How can I improve my sentence structure? What can be done to improve mechanics in my writing?
STUDENT LEARNING EXPECTATIONS: (Ongoing Writing SLE’s) W.4.11.12: Edit for Punctuation/Capitalization W.6.11.2: Subject-Verb Agreement W.4.11.11: Verb Conjugation/Tenses W.6.11.2: Pronouns W.4.11.9: Fragments/ Run-Ons W.7.11.5: Clauses W.7.11.7: Word Choice//Meaning W.6.11.2: Misplaced Modifiers W.4.11.9: Sentence Combination	R.9.11.7 R.10.11.2 R.10.11.26 R.9.11.10 R.10.11.2 R.9.11.6 R.10.11. R.11.11.1 Recognize and apply specialized vocabulary R.11.11.3: Use reference materials (dictionary) R.11.11.4: Analyze the connotative power of words R.9.11.2: Analyze style and diction to determine author’s purpose R.9.11.6: Summarize, paraphrase, and critique complex structure in literary texts

<p>SPECIFIC DECLARATIVE KNOWLEDGE-What I know</p> <p>Understand how to edit one's own writing</p> <p>Understand the meaning of "voice"</p> <p>Understand how to use style to develop voice.</p> <p>Understand how an author develops voice through his style.</p> <p>Be aware that mechanics cannot be separated from style.</p> <p>Understand how DIDDLS contributes to style</p>	<p>SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do</p> <p>Identify tone in specific literary pieces.</p> <p>Identify tone in one's own writing.</p> <p>Write to imitate an author's style.</p> <p>Study literary styles.</p> <p>Read to compare/contrast</p> <p>Write a comparison/contrast</p> <p>Read a variety of short literary pieces to identify style.</p> <p>Evaluate an author's style</p> <p>Analyze for style</p>
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UNIT ASSESSMENTS
(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)

Write a comparison/contrast of two author's writings
Passage analysis

Comparison/contrast of two authors' styles
Write memoir "Now That I Can Have _____ Only in Memory..."
Imitation of Steinbeck's style

Write paragraphs and short essays that demonstrate a clear understanding of tone.

<p>Traditional Assessments: Quizzes to assess reading</p>	<p>Other Evidence of Learning: Write paragraphs to identify tone. View and respond to film Group work to demonstrate understanding of differences in author styles. Group lists of tone words</p>
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ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Compare/contrast two author's styles Write in the style of two authors and compare and contrast the literary devices used in each.</p> <p>Give students list of tone words. In houses, they will look up meanings of the words, note distinctions among meanings: .synonyms, copy tone words, definitions, original sentence for each into their notebooks.</p> <p>Using their tone/attitude word lists, in houses students will read selected passages, determine the tone of each, explain how the author creates the tone (strategies used</p>	<p>Tone lists</p> <p>SOAPS-TONE</p> <p>English Vertical teams Guide</p> <p>DIDDLS</p>

<p>and how those strategies affect the work). Share in whole group.</p> <p>In their houses, students will select a passage from a given set and write a short essay explaining how the author creates tone. Students will grade papers from the other AP class, following the AP rubric.</p> <p>Using “This is About” Or SOAPSTONE strategy, students will analyze “Homeless” by Anna Quindlen..</p> <p>Read and annotate excerpts on style from King and Zinzer. Discuss in whole group. Look for the differences between King’s concept of style and Zinzer’s.</p> <p>From the opening to <i>Of Mice and Men</i>, which students have previously read, they will first visualize a nature scene, writing about it from their own point of view. They will then write an imitation of Steinbeck’s style, converting their own style into one similar to Steinbeck’s. The effect of this writing is to help them see how their style can be changed by re-arrangement of sentence structure.</p> <p>Select a passage from “Trickster” online and analyze to become aware of weak style in comparison to strong. Read and analyze a weak short story from website. Write paragraph analysis.</p> <p>Read the passage “The Rattler.” Using the Jane Schaeffer method of descriptive analysis, students will learn to “chunk” their writing: topic sentence, supportive sentence, detail, detail, clincher sentence.</p> <p>Read aloud Scott Momaday’s memoir, <i>The Way to Rainy Mountain</i>. Discuss descriptive details in the passage, use of narrative, point of view, stylistic devices, etc. Students will select three people that they can now have only in memory. Discuss their selections, reasons for choosing, etc. Then they will narrow their selection to one and write a memoir using Momaday’s opening words: “Now that I can have my grandmother only in memory...” Use “author’s chair” to have volunteers read their memoirs aloud.</p> <p>Several alternative passages may or may not be used for descriptive analysis. I will select from several listed in the references section.</p> <p>An alternative activity will be to use “Tone Tunes.” I will play music, ask students to write descriptive details about the music as a method of helping them to understand tone.</p>	<p>“This is About” strategy Questions for Prose Analysis</p> <p>Tone Tunes</p> <p><i>The Lively Art of Writing (Effecting Style)</i></p> <p><i>On Writing</i> (Stephen King)</p> <p><i>On Writing Well</i> (William Zinzer)</p> <p>Sample Tone Passage sfrom Eva Arce AP Program Guide</p> <p>“The Wrestler” sample passage from <i>The Lords of Discipline</i> Pat Conroy</p> <p>Excerpt from <i>A Separate Peace</i></p> <p><i>The Voice Inside Is Not Always Your Friend (Philip Martin)</i></p> <p>PQCT strategy on “Homeless” by Anna Quinlen</p> <p>Opening from <i>Of Mice and Men</i></p> <p>Use an online selection from “Trickster”</p> <p>“The Rattler”</p> <p>From <i>The Way to Rainy Mountain</i> (N. Scott Momaday) selection “Now That I Can Have My Grandmother Only in Memory.”</p>
<p>Career Connections</p>	