

Unit Planner: Short Stories: Sonny's Blues

English 3

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High School > 2018-2019 > Grade 10 > English
Language Arts > English 3 (C) > Week 1

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Short Stories: Sonny's Blues

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- [Unit Planner](#)
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Big Ideas / Enduring
Understandings

1) how do we identify theme and mood in a passage?

Cite evidence to support your thinking. **2) Analyze the main character's attitude toward the theme. Cite evidence to support your analysis.**

2) How do support characterization through textual evidence?

What motivates the main character?

3) How do we determine conflict in a story?

What is the central conflict of this work? What central events in the story either help shape or reveal this conflict? Cite evidence to support your conclusion

Essential

Questions

How did James Baldwin contribute to American Literature?

How did Baldwin document crisis in American Society and how did he contribute to change?

[Common Core Standards and Indicators](#)

NYS: CCLS:English Language Arts 6-12

NYS: Grades 9-10

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

[upenn african american lit pdf file of sonny's blues](#)

Skills / Strategies

- read a short story
- write a short story based in a piece or genre of music, to be published
- write an essay examining some aspect of the writer's philosophy and how it connects with the theme(s) of the work he/she produced
- complete a Reading Log, with Special Education supports

Key Terms /
Vocabulary

conflict
theme
mood
climax
denouant
epilogue
prologue
biographical writing
social impact

Learning Plan &
Activities

Please include Theatre Modalities when appropriate

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

Students will eite a short story

Summative: DOK 4 Extended Thinking:

Written: Narrative

- ● each student will be expected to read a selection from the Reading List and complete the

graphic organizers, Plot Diagram, Reading Logs, and Double-Entry Journals as they read the material.

- ● as a culminating project, each student will produce a short story of their own, with the

hope that they proceed to publish it in some way, either through their individual school's literary magazine, newspaper, or outside publications such as www.teenvoices.com, TheBlacktop.org, MightyWriters.org, and others we will discuss.

[Resource](#)

[S](#)

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