



# Unit Planner: AHC-Social Inequality-A Streetcar Named Desire

## English 8

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High School > 2018-2019 > Grade 12 > English Language Arts > English 8 (C) > Week 33 - Week 38

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### AHC-Social Inequality-A Streetcar Named Desire

Colon, Amanda ; DeMatteo, Robyn ; East, John ; LoParo, Benedette; Meade, Ed

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

Human wants and needs can be powerful and even destructive forces in life's journey.  
Individuals respond to injustice and inequality in a variety of ways, affecting the greater society.  
Authors use "plot structure", as well as other literary devices, to build tension and develop characters.

(Author Choice: Building tension and characters through plot events)

#### Essential Questions

How can human wants and needs be destructive forces in an individual's life journey?  
What causes societies to become unjust and how do individuals respond to injustice?  
How do individuals respond to adversity and how does their response affect the people around them?  
How do authors use plot structure to build tension and character development?

#### Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

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, including determining where the text leaves matters uncertain.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
2. Determine two or more themes or central ideas 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 how and why individuals, events, and ideas develop and interact over the course of a text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Assess how point of view or purpose shapes the content and style of a text.
6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.
10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of

the grades 11–CCR text complexity band independently and proficiently.

#### Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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#### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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#### Speaking & Listening

##### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

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

#### Content

1. Acting Out Conflicts- dialogue, character motivation, conflict, resolution, tension

2. Text based claims

#### Skills / Strategies

1. Construct conflict and dialogue (Theatre modality-skits performed in class)

2. Character analysis and motivation

3. Analyze text (dialogue, plot events, character

3-4. Literary Analysis: Author's Craft

5. Social Inequality

motivation, tension)

4. Explore character introduction and development

5. Recognize social, cultural, and historical influences

## Key Terms / Vocabulary

Illusion VS Reality

Social Inequality

Gender Roles/Power

Characterization

Motivation

Flashback

Conflict

Tension

Author Choice: Building tension through plot events

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

Apply theatrical elements to their reading of the play with role-play and dramatization.

Explore the text through the lense of literary devices—plot, character, images, conflict and themes.

Make text-based claims about characters.

Support text-based claims by conducting analysis of characters and dialogue.

stage what-if situations.

Create dialogue and skits acting out conflicts.

Close reading of text to analyze author's choice.

### ELL Modifications

1. Extended time for assessment and assignments.
2. The Frayer Model
3. Use of Bilingual dictionary
4. Simplified assessments: True/False, Multiple choice (only two choices)matching, decreased number of questions.
5. Students seat near the front of the class for easier monitoring by teacher.
6. Students receive visual and graphic organizers
7. Vocabulary words are introduced and tested prior to introduction of new material
8. Student are paired with another student for peer tutoring
9. Teachers repeat and rephrase often
10. Physical activity is used: Model, role play, act out
11. Length of reading passages is modify, with extended time to complete them
12. Teachers accept Verbal responses in lieu of written work(Beginners)

## Assessments

### Depth of Knowledge (DOK) Levels

#### **Beginning of Unit-Acting out Conflicts**

**Formative: DOK 2 Basic Application: Performance: Dramatization**

Students will be given characters' with specific motivations within a situation. They will compose skits using dialogue to develop the tension between the characters and the final resolution.

#### **End of Unit-Craft Analysis**

**Summative: DOK 3 Strategic Thinking: Written: Essay**

Students will take an in-depth look at the structural plot choices Tennessee Williams made to build tension and conflict; specifically how the characters are introduced and developed throughout the play.

#### **Mid Unit- Scene Analysis**

**Formative: DOK 3 Strategic Thinking: Written: Informative**

Students will examine how Williams reveals information and specific details in portions of the text to build tension and conflict. Students will use the MEAL paragraph writing format to analyze the choices made by the author and explain HOW these choices LEAD to the climax in scene 10.

This will be several times throughout the unit.

## Resources

**Texts Used (fiction, non-fiction, on-line, media, etc...)**

Play- "A Streetcar Named Desire"

by Tennessee Williams  
Focus

- Whole class
- Small group
- Guided reading

**Texts Used (fiction, non-fiction, on-line, media, etc...)**

CUNY Workbook- Unit 3- Social Inequality

Non-fiction articles

Focus

- Whole class
- Small group
- Guided reading

**Materials Used**

DVD- Film

"A Streetcar Named Desire"

Focus

- Whole class



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