

Brunswick School Department
E.L.A.
Grade 12: Readings in Fiction

Course Overview

Careful readings of shorter works of modern literature - including dystopian fiction, adventure/survival stories, mystery/crime, true crime, realist fiction and non-fiction narrative will occur. Emphasis will be placed on discussion of popular themes and motifs and understanding historical and cultural contexts.

Essential Understandings

- Modern fiction is characterized by innovative, experimental narrative voices focusing on the uncertain status of individuals within larger social groupings including: family, tribe (religion-ethnicity), school, factory, corporation, and social class.
- The subject matter of modern fiction has direct links to ethical-political, cultural-religious and other philosophical currents in modern society.

Priority Standards and Performance Indicators

(as based on Maine Learning Results)

P.S ELA-2 Reading Analysis: 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.

- a. Evaluate the relevant themes and synthesize how they are present in the novel in oral and written responses.
- b. Interpret the implications of setting and circumstance.
- c. Analyze the role of characters in the plot in oral and written responses.
- d. Analyze important quotations from the text in oral and written responses.
- e. Annotate the text.
- f.

P.S ELA-3 Reading Craft and Structure Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of a text.

- a. Understand SOAPSTONE: Speaker, Occasion, Audience, Purpose, Subject, Tone
- b. Analyze the plot and/or design of the text, following shifts in time and place.

P.S ELA-4 Writing Analysis: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Select and limit a debatable thesis.
- b. Research evidence using credible sources.
- c. Select an appropriate organizational plan.
- d. Acknowledge alternate sides of a position.
- e. Apply the standards of English conventions.
- f. Apply persuasive strategies.
- g. Create a Works Cited for evidence used.

P.S ELA-5 Writing Craft: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- a. Create an effective introduction.
- b. Use showing details v. telling details.
- c. Maintain a focus on the main idea throughout the body paragraphs.
- d. Write an effective conclusion.

Examples of Formative / Summative Assessments

- Compare and contrast the “voice” and character traits of Dostoevsky’s unnamed, underground “anti-hero” in *Notes from the Underground* with the “voice” and character traits of some other, standard literary protagonist from 19th or 20th century literature.
- Research definition and historical examples of “fascism.” Look for hints of “fascist tendencies” in the novel/ character study, *The Prime of Miss Jean Brodie*. Annotate the text for allusions to authoritarian politics and the cult of personality.
- React to the levels of “rebellion” and “non-conformity” mentioned in Richard Wright’s essay, “**How Bigger Was Born**” in the context of reading his fictional memoir, *Black Boy/American Hunger*. In the form of a short essay, reflect upon what the plausible forms of dissent and social resistance that were made available to African-Americans living in the Old South.

Sample Texts and Materials/Resources

- *Notes from the Underground* by Feodor Dostoevsky
- *Brave New World* by Aldous Huxley
- *The Prime of Miss Jean Brodie* by Muriel Spark
- *Black Boy/American Hunger* by Richard Wright
- *Heart of Darkness* by Joseph Conrad
- *The Big Sleep* by Raymond Chandler