

Grade 11 Unit 1.b: Analyze Central Ideas and Point of View in Reflective Nonfiction

Duration:

2-3 weeks

Unit Theme:

Applying Analysis of Author's Point of View and Central Ideas to Our Own Experience

Description:

In this unit students continue to explore the **Essential Question, What drives who gets to tell their story and who gets silenced?**, by reading examples of reflective nonfiction that encourage students to consider the many forces that constrain and support self-expression.

In Lesson 5, students read and analyze Gloria Anzaldúa's essay "How to Tame a Wild Tongue." In Lessons 5–9, students apply the understanding of style and content to analyze the various techniques Anzaldúa employs to develop her point of view and her complex ideas about language, power, and self-expression. Students examine an authors' stylistic choices and reflect upon how these central ideas can be applied to their own lives. In Lesson 10, students practice their speaking and listening skills as they participate in a discussion in which they consider Anzaldúa's text in relation to their own ideas and experiences.

For the End-of-Unit Assessment, students synthesize the reading and analysis they have completed in the unit so far and apply the explanatory writing skills as they write a rhetorical analysis essay analyzing Anzaldúa's rhetorical strategies to convey her message that Latin American communities should embrace their own culture and not be ashamed of it or assimilate to the dominant culture.

Essential Questions:

Theme-Based Essential Question

- What drives who gets to tell their story and who gets silenced?

Disciplinary Essential Questions:

- How do authors use stories to develop larger ideas?
- How does an author use structure and language to convey point of view and develop ideas?

Enduring Understandings:

- Power structures within our cultures, institutions, and societies limit and lift certain voices.
- Thinking critically about our world will help us better tell our own stories.
- Multiple literacies and fluencies empower us to advocate for our own stories.

Addressed Standards
WIDA Language Standards

Lesson 5

- Students work together to read and analyze the opening of “How to Tame a Wild Tongue” by Gloria Anzaldúa, in which the author describes her experiences of being chastised in various settings for the way that she speaks and her wild tongue.
- Students may relate to this content, which touches on navigating family and personal relationships, the constraints of an academic setting, and the experience of growing up multilingual, including instances of racism and discrimination.
- Students analyze how Anzaldúa introduces the central ideas in her text and how she develops and builds on them to further develop her ideas. Students also analyze how Anzaldúa uses specific words and phrases for impact and emphasis on important ideas. Students evaluate Anzaldúa’s structural choices for making her points clear, convincing, and engaging.

Core Lesson Activities

- Preview: “How to Tame a Wild Tongue by Gloria Anzaldúa”
- [“How to Tame a Wild Tongue” by Gloria Anzaldúa](#)
- [Opening Choices in Anzaldúa Note-Catcher](#)
- [YouTube Reading of “How to Tame a Wild Tongue”](#)
- [How to Tame a Wild Tongue Annotation Guide](#)
- [How To Tame SPACECAT](#)
- [Rhetorical Devices List](#)
- [Descriptive Outlining](#)
- [Rhetorical Analysis Graphic Organizer](#)
- [Final Rhetorical Analysis of How to Tame a Wild Tongue](#)
-

Assessment and Closing

- a. [Lesson 5 Response Paragraph](#)

Lesson 6

In this lesson, students read an excerpt from Gloria Anzaldúa’s essay “How to Tame a Wild Tongue,” focusing on a section of text in which Anzaldúa explores the complex territories of language and identity and the internalization of discriminatory thinking. Students further explore opportunities to make connections between the ideas in Anzaldúa’s text and the intersections they may see between their own experience with issues of race, ethnicity, language, or gender.

Core Lesson Activities

- [Central Ideas, Style, and Content in Anzaldúa Note-Catcher](#)

Lesson 7

- In this lesson, students continue to read and analyze Gloria Anzaldúa's essay "How to Tame a Wild Tongue," focusing on an excerpt in which Anzaldúa explores how the creation and preservation of languages impacts personal and cultural identity.
- In this lesson, students deepen their understanding of how an author develops central ideas as they focus on how Anzaldúa's specific words and phrases further develop her ideas about the impact of language on identity and culture.

Core Lesson Activities

- Reading and Focused Annotation (Here I would use my own annotation guide)

Lesson 8

Students analyze how Anzaldúa reflects on her own identity and relationship to the cultures that have formed her.

- In this lesson, students continue to focus on the development of central ideas in "How to Tame a Wild Tongue" by analyzing Anzaldúa's specific word choices, especially her use of transition words, to create tone and develop relationships between ideas.

Core Lesson Activities

- Pair Up, Square Up: Map Linguistic Influences
 - [Linguistic Influences Graphic Organizer](#)
- Model and Small-Group Work: Anzaldúa's Use of Transitions
 - [Transition Words, Ideas, and Tone Graphic Organizer](#)

Lesson 9

- In this lesson, students conclude their reading of "How to Tame a Wild Tongue" by Gloria Anzaldúa and examine her elaboration of a specific Chicano point of view in the ending of her text, where she discusses the impact of cultural influences and historical events in forming her identity.
- Students may relate to this content through reflections on cultural artifacts that have shaped their own identity; students are supported in doing so by the Chalk Talk at the beginning of the lesson and the response paragraph prompt for the lesson-level assessment.

- Students continue to build their close reading skills in this lesson as they consider the symbiotic relationship between point of view and central ideas in reflective texts such as “How to Tame a Wild Tongue.”

Core Lesson Activities

- [Jigsaw Tool: Anzaldúa’s Cultural Identity](#)

Assessment and Closing

- [Response Paragraph](#)

Lesson 10

- In this lesson, students use a Fishbowl discussion to reflect on ideas related to the Module Essential Question: What drives who gets to tell their story and who gets silenced? In this activity, students discuss prompts that ask them to draw on Anzaldúa’s ideas about the forces that promote or limit self-expression and creativity and relate them to their own ideas, perceptions, and lived experience. The Fishbowl discussion prompts are specifically written to encourage students to make such connections.
- In this lesson, students draw upon their reading and discussions in previous lessons to synthesize their analysis of “How to Tame a Wild Tongue” and engage in a discussion of the ideas, content, and style of Anzaldúa text. Students also make explicit text-to-self connections through the various prompts of the Fishbowl discussion.

Core Lesson Activities

- [Fishbowl Discussion Note-Taking Tool](#)
- [Fishbowl Discussion Sentence Frames Tool](#)
- [Fishbowl Reflection Task](#)

Assessment and Closing

- [Fishbowl Discussion Rubric](#)

Lesson 11 and 12

- In this lesson, students begin drafting the End-of-Unit Assessment, in which they draw on their analysis of the central ideas developed by Gloria Anzaldúa in “How to Tame a Wild Tongue.” They also draw on their engagement with the Essential Question to reflect on how their own school environment could become a space where all stories could be told and heard.

- Students complete the end-of-unit assessment in which they write a multi-paragraph response that synthesizes their analysis of Anzaldúa's text while drawing upon their own unique perspectives and experiences as they imagine a "school of their own."

Core Lesson Activities

- Introduce ***Revised*** [End-of-Unit Assessment](#)
- [11.1b End-of-Unit Assessment Rubric](#)
- [Lesson 11 Exit Ticket: Reflection on Peer Feedback](#)
- [11.1b End-of-Unit Assessment Writing Goals Tool](#)