

True Biz by Sara Nović
Unit Matrix – 10th Grade
Created by Clarice Brazas and Emma Feyler

Standards

- **CCSS.ELA-LITERACY.RL.9-10.1 – Evidence**
 - *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- **CCSS.ELA-LITERACY.RL.9-10.3 – Characterization**
 - *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.*
- **CCSS.ELA-LITERACY.RL.9-10.4 – Vocabulary**
 - *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).*
- **CCSS.ELA-LITERACY.RL.9-10.6 – POV**
 - *Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.*
- **CCSS.ELA-LITERACY.W.9-10.3 – Narratives Writing**
 - *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*
- **CCSS.ELA-LITERACY.W.9-10.1 –Argumentative Writing**
 - *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

Folder of Lessons

Note: These lessons are generally designed for 87 minute periods every other day.


****This material was actively used in class. Please feel free to adapt as appropriate for your own use.****

Lesson #	Formative Task	Vocabulary	Standards
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Lesson 1	<ul style="list-style-type: none"> Minimal Background, Anticipation Guide Skim for text features (quotations, signing, etc.) 	deaf vs. Deaf, cochlear implant	Vocabulary – CCSS.E... ▾
Lesson 2	<p>Read Pages 11–22</p> <ul style="list-style-type: none"> Explain intro section (who is February, what is the school) Classwork assignment <ul style="list-style-type: none"> Part 1 Read – Comprehension Part 2 Analyze – Skills question, read paragraph 2 on page 13. Identify the tone of the paragraph and support it with evidence. Part 3 Connect – Bringing something else in 	Laden, stipulations, decipher, finite, deprive , xenophobia,	Evidence – CCSS.EL... ▾
Lesson 3	<p>Read Pages 23–38</p> <ul style="list-style-type: none"> Start mapping characters Classwork <ul style="list-style-type: none"> Read section 3 Comprehension questions Culminating task: ask & answer in ASL “what is your name?” (Fingerspelling activity pg 38) 		Characterization – C... ▾
Lesson 4	<p>Mini-lesson on nouns, verbs, adverbs</p> <ul style="list-style-type: none"> Practice set: from a list, label N/V/As Then: short lesson <p>Read Pages 39–49</p> <ul style="list-style-type: none"> Part 1 Read: Write Summary of chapter Part 2 Analyze: Add to character chart (Austin) Part 3 Connect: Mad libs & create your own mad lib (We will create a Madlib with the blank words labeled as N V or A and students will have to fill in using correct words) 	fondness, antiseptic, preoccupation, abate, prudish	Vocabulary – CCSS.E... ▾
Lesson 5	<p>Do now: add to Austin’s character chart</p> <p>Read Pages 50–65</p> <ul style="list-style-type: none"> Part 1 Read: 	fondness, antiseptic, preoccupation, abate, prudish	POV – CCSS.ELA-LIT... ▾

	<ul style="list-style-type: none"> ○ Read first half as a class, second half (59–65) independently/silently (not partner reading) ○ Comprehension Questions ● Part 2 Analyze: Add to character chart (Kayla, Eliot) ● Part 3 Extend: Write about a time when you were the other or new using 2–3 of the vocab words. 		
Lesson 6	<p>Read Pages 66–79</p> <ul style="list-style-type: none"> ● Part 1 Read: ● Part 2 Analyze: Add to character chart (Wanda, February’s Mom,) ● Part 3 Connect: If someone was new to your community, what tips would you give them? using 2–3 of the vocab words. 	Disparage, stigmatize, incredulous	Vocabulary – CCSS.E... ▾
Lesson 7 (quiz)	<p>Summarize pages 80–82</p> <p>Vocab work: Marginalization</p> <p>Read Pages 80–84: Eyeth</p> <ul style="list-style-type: none"> ● Example – Design what Eyeth means to you. <ul style="list-style-type: none"> ○ Architecture, technology, other design ○ Accessibility for hearing people ● Activity: Design your own planet. What marginalization would you choose to be the dominant? How would you support people who were different to mitigate further marginalization? <p>-----</p> <p>Note: in future years, the creators of this unit decided to skip the creation of student’s own planets due to various reasons. If you want to keep it, see this folder here.</p>	Marginalization	POV – CCSS.ELA-LIT... ▾
Lesson 8	Summarize Section 8 (p 85–90): tell them Feb finds	Behemoth, filament	Evidence – CCSS.EL... ▾

	<p>out River Valley is closing</p> <ul style="list-style-type: none"> Part 1 Whole group: Read whole group pages 91–98 <ul style="list-style-type: none"> Respond: What are the implications of Austin’s dad’s reaction to having a hearing child? Part 2 In partners, tell them: First you will read a conversation between Charlie & February. Then on page 103, the setting changes and Charlie is a doctor’s appointment. Charlie, her mom, the interpreter, and the doctor are all present. <ul style="list-style-type: none"> Read pages 99–109 Summarize the section in your own words. 		
Lesson 9	<p>Mini-lesson: Idioms (p. 118–119). What are idioms? Then: read Figuratively Speaking and practice 2–3 of the phrases with a partner. Then, come up with 1–2 American English or Black American English idioms of your own. Define them in your own words.</p> <p>Summarize pages 110–117: Tell students Austin’s grandparents find out Skyler is hearing. Austin is still really upset. Then Feb catches him smoking and they talk true biz.</p> <p>Vocab: emboldened, embarrassed</p> <ul style="list-style-type: none"> Part 1 Read pages 120–132 (whole class or split, up to the teacher) Part 2 Analyze: n/a Part 3 Extend: add to Slash’s character chart 	Idiom, emboldened, embarrassed	Evidence – CCSS.EL... ▾

Lesson 10 (PBL)	<p>[make sure to skip page 133] Summarize Section 10 (p. 134–147). Tell kids: Robespierre, Kyle says he can’t continue seeing Charlie, Feb’s mom is getting sicker.</p> <ul style="list-style-type: none"> Part 1 Read pages 148–155 Part 2 Analyze: Add to character chart Part 3 Connect: Write a journal entry from Charlie’s perspective. How would she be feeling right now at this point in her life? Consider her situation with her family & her friends. (RAFT) 	diatribe, apprehensive, camaraderie, cavernous	POV – CCSS.ELA-LIT... ▾
Lesson 11	<p>Skip pages 156–163. No need to summarize.</p> <ul style="list-style-type: none"> Part 1 Read pages 164 – 170. Part 2 Analyze: Comprehension questions. Part 3 Connect: 171–172 (Martha’s vineyard). Activity on how society creates disabilities. Talk about social constructs. 	Burgeoning, social construct, incidence, hereditary,	POV – CCSS.ELA-LIT... ▾
Lesson 12	<ul style="list-style-type: none"> Part 1 Read pages 173–177 (Charlie’s headache) then skip to Charlie’s next chapter pages 183–195. Part 2 Analyze: <p>Jeopardy video:  DYSA African American English (or Ebonics) in t... </p>	Tourniquet, torpid, buoyed	Characterization – C... ▾
Lesson 13	<p>Vocab: Adept, surpassed, Read Pages 200–204, then summarize. The ethics of cures for Deafness 205 – 207 Podcast: A new treatment for deafness Transcript – Today, Explained</p>	Adept, surpassed,	Vocabulary – CCSS.E... ▾
Lesson 14 (quiz or PBL grade)	<p>Reading Groups Day 1</p> <ul style="list-style-type: none"> Students will be placed in groups based on STAR or other data points 	Groups will identify one word from each section that is either	Evidence – CCSS.EL... ▾

	<ul style="list-style-type: none"> Students will work with their peers to read a section of the text. Students will create a digital gallery walk that illustrates: plot points, important quotes, character development, and connections to the group's big idea. 	new for them or that they find interesting.	
Lesson 15	Reading Groups Day 2 <ul style="list-style-type: none"> See Lesson 14 	Groups will identify one word from each section that is either new for them or that they find interesting.	Evidence – CCSS.EL... ▾
Lesson 16	Reading Groups Day 3 <ul style="list-style-type: none"> See Lesson 14 	Groups will identify one word from each section that is either new for them or that they find interesting.	Evidence – CCSS.EL... ▾
Lesson 17	Reading Groups Day 4 <ul style="list-style-type: none"> See Lesson 14 	Groups will identify one word from each section that is either new for them or that they find interesting.	Evidence – CCSS.EL... ▾
Lesson 18	Reading Groups Day 5 <ul style="list-style-type: none"> See Lesson 14 	Groups will identify one word from each section that is either new for them or that they find interesting.	Evidence – CCSS.EL... ▾
Lesson 19	View peers digital gallery walk Complete observation sheet Finish Book Day 6 <ul style="list-style-type: none"> We will come back together and read the end of the book. 		Evidence – CCSS.EL... ▾

Lesson 20 – end (test)	Work on Literary Analysis OR Project		Argumentative Writin... ▾
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Summative Assessment Option 1 – Literary Analysis

Students will write a literary analysis based on one of the following prompts. Students will be required to create an outline, write a 2 – 3 page rough draft, and best draft.

Prompts:

1. The characters in True Biz value the Deaf culture and want to keep it active and alive in the face of their closing school and the onslaught of an ableist culture. What is Nović's purpose for writing a story about these characters on the eve of their closing school? Provide at least three examples from the text.
2. Write an analysis of Sara Nović's writing style and the way in which language, both hearing and signed, is presented. Is the author's word choice straightforward or is the language connotative? How does the word choice affect the tone of the story? Provide at least three examples.
3. Write an analysis of any character in True Biz. Describe three key actions of the character or how the character responds to events. What do the actions reveal about the character? Do the character's actions fit together or do they contradict each other?
4. Sometimes characters come into conflict with the culture in which they live. Often, this character will feel alienated in their community or society due to race, gender, class or ethnic background. Choose any character from True Biz and answer the following question: how is the character alienated from the community and how do they respond to it? Provide at least three examples.
5. What universal truth(s) does the novel express about human nature, experiences, problems, or relationships? What details reflect this theme? Provide at least three examples.
6. Make a comparative analysis between Wakanda from *Black Panther* and Eyeth. What are the similarities between these utopias? What similar challenges would they both face in real life? Provide at least three examples.
7. Make a comparative analysis between either Austin and Slash or Charlie and her mother. In what ways do the characters serve as foils? Provide at least three examples.

Summative Assessment Option 2 – Vignette Portfolio

Students will be given options for creating their Vignette Portfolio. Depending on the level of course, students will choose between 3 – 5 vignettes.

- mini research – Deaf history, marginalization and capitalism, BASL/Black English,
- Video of you/group doing a skit utilizing ASL/BASL
- Creative writing or art piece
- Current event pertaining to marginalization and capitalism
- Analysis comparing the grammar of English/ASL, ASL/BASL, or BASL/Black English