**Fences by August Wilson (NUSTEP Introduction to Literature)**

| **Essential Questions** |  | How does the way society is structured help some but hinder others? | How does lack of opportunity and discrimination affect individuals? What is the impact on society as a whole? | How can this discussion inspire us to create a more equitable society? | How might Troy Maxson’s life have been different if he hadn’t been discriminated against because of his race? | What is the significance of the play’s title and how does it relate to events of the play and real life? |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit Theme(s)** |  | Racial discrimination in sports, work, and life for African Americans in the 1950’s. | Importance of parent-child relationships and the continuation of the pattern of conflict. | The effect of betrayal on family and friends. | *T*he different views characters have about what’s feasible, achievable, and practical or life-sustaining with regard to career ambitions and future goals. | The topic of death appears throughout the play in various forms, both in the physical death as well as in the stories told by Troy and through his brother Gabriel’s obsession with the Christian afterlife. |
| **Assessment(s)** |  | Character analysis and reflective discussions | Research and analysis of allusions throughout the play. | Narrative writing:  Personal Fences | Literary technique and effect on meaning in poetry | Literary Analysis Essay |
| **Prerequisite Knowledge** |  | Analytical writing  Supporting traits with evidence  Using direct details as evidence | Library databases  Web-based research  Note-taking  MLA (or other) style  Close reading  Analytical writing | Narrative writing | Literary elements and techniques in poetry  Understanding of writer’s choices effects on meaning  Close reading of poetry  Analytical writing | Quote analysis  Analytical writing  Literary Elements |
| **Reading** |  | **Extended text -**  **Fences by August Wilson** | **Companion text - high interest**  **Fences movie starring Denzel Washington and Viola Davis (2016)** | **3-5 short complex texts**  “My Old Man” by Charles Bukowski  “Mother to Son” by Langston Hughes  “My Papa’s Waltz” by Theodore Roethke  “Those Winter Sundays” by Robert Hayden  “Everyday Use” by Alice Walker  “”The Lesson” by Toni Cade Bambara | **Digital texts and resources**  Online copy of Fences by August Wilson  [Fences Full Text 2017-18.pdf (carmelunified.org)](https://moodle.carmelunified.org/moodle/pluginfile.php/109480/mod_resource/content/1/Fences%20Full%20Text%202017-18.pdf)  Student Program  [fences-student-matinee-program.pdf (fords-theatre.s3.am](https://fords-theatre.s3.amazonaws.com/files/resources/fences-student-matinee-program.pdf)[Fences | PBS LearningMedia](https://ny.pbslearningmedia.org/resource/aug15.ela.lit.fences/fences/)[azonaws.com)](https://fords-theatre.s3.amazonaws.com/files/resources/fences-student-matinee-program.pdf) |  |
| **NUSTEP Introduction to Literature Student Learning Objectives**  **The following NUSTEP course learning objectives are a consistent expectation in all work during the unit:** | 1. Students will read attentively, closely, critically, and effectively using primary texts through quotation and reference, drawing supported conclusions that reach beyond generalizations. | 2. Students will demonstrate an ability to analyze a literary text in a way that synthesizes critical approach, historical context and/or ideological orientation.  3.Understand the role of storytelling and reading as a form of social awareness. | 3. Students will develop and challenge their thinking through scholarly engagement with secondary sources. | 4. Students will thoughtfully, coherently, and persuasively. | 4a.Students will write thoughtfully, coherently, and persuasively  4b.Students effectively use evidence to support and develop the central point. | 4c.Students develop points in argument in an orderly manner.  4d.Students demonstrate appropriate writing mechanics |
| **Writing** | **Research Project** | **Analytical** | **Narrative** | **Routine writing** | **Digital Writing Resources** |  |
|  | Conduct research on better understanding the relevant and prevalent allusions included in the text.  Topics include:  **Historical**  Mason-Dixon line (Maxson)  Trojan horse (Troy)  Uncle Remus (Act 1, Scene 1)  **Religious**  Archangel Gabriel (Act 1, Scene 2)  Pearly Gates/St. Peter (Act 1, Scene 2)  **Baseball**  Babe Ruth (Act 1, Scene 1)  George Selkirk (Act 1, Scene 1)  Roberto Clemente (Act 1, Scene 3)  Hank Aaron (Act 1, Scene 3)  Sandy Koufax, Lew Burdette, Warren Spahn (Act 1, Scene 3)  Jackie Robinson (Act 1, Scene 1)  Negro Leagues (Act 1, Scene 1)  Josh Gibson (Act 1, Scene 1)  Satchel Paige (Act 1, Scene 3) | Poetry analysis and connection to Fences    Poetry Analysis: Writer’s use of literary techniques to create meaning    Text Analysis:  Choose from four options to create an original, thoughtful, and engaging analysis of important aspects of the play including themes, conflicts, setting, characters, and themes. | Personal/Narrative essay on how fences connect literally/figuratively in student’s life | Reflection and analysis of text throughout the text.  Literary argument response that is supported with evidence from the text and original commentary to demonstrate understanding of the play. | Students will submit typed formal essays through Microsoft Teams for teacher review and revisions.  Students will submit writing for peer review and make revisions based on peer and teacher feedback.  Formal and informal work will be submitted through Microsoft Teams |  |
| **Literary Perspectives Goals**  **The following NUSTEP Introduction to Literature goals are a consistent expectation in all work during the unit:**  **General Education Goals:**  **The following NUSTEP Introduction to Literature general education goals are a consistent expectation in all work during the unit:** | 1.Students will analyze complex themes of gender, sexuality, race, nationality, and other aspects of identity in order to reflect on contemporary society.  1.Demonstrate understanding of core critical thinking skills of literary study | 2. Examine the historic, socio-cultural, and political influences on the writer’s works.  2.Demonstrate the ability to ethically attribute sources of information. | 3.Understand the role of storytelling and reading as a form of social awareness.  3.Demonstrate the ability to communicate effectively through written means. | 4.Demonstrate knowledge of current professional ethical norms and expectations |  |  |