

## ***The Chosen* by Chaim Potok**

English Language Arts, 9th Grade

### WHAT'S THE STORY?

On a smaller scale, this is simply a story about the friendship between two Jewish boys in Brooklyn during the 1940's. On a much deeper level, this is a novel about the powerful role a father plays in a son's life, the difficulties of growing up, the issues surrounding immigrants and those practicing the Jewish faith in a new land, and the dichotomy between the growth of a new nation (Israel) and the destruction and horror of World War II. While set in a tiny Hasidic community in Brooklyn, the themes of friendship, undying love between father and son, and the search for identity, are quite universal.

### CONNECTIONS TO CURRICULUM

*The following are some, but not all, of the connections to curriculum for this novel.*

- **Unit 1: Personal Identity**
  - Essential Question: "How does the process of reading, speaking and writing inform our ability to grasp our own identity?"
- **Unit 2: The Individual and the Community**
  - Essential Question: "How does community influence identity?"
- **Unit 3: Communicating Ideas**
  - Essential Question: "How do we form and support an idea?"

### KEY STANDARDS ADDRESSED

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9.1
- Determine a theme or central idea of a text and analyze in detail its development. RL.9.2
- 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. RL.9.4
- Analyze and evaluate the representation of a subject or a key scene in multiple mediums-- including media, artistic, and other visual formats. RL.9.7
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. RL.9.10
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing

flexibly from a range of strategies. RL.9.11

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RL.9.12
- Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10. RL.9.13
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9.3
- Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. RL.9.5
- Analyze a particular point of view or cultural experience reflected in a work of literature. RL.9.6
- Analyze how an author draws on and transforms source material in a specific work. RL.9.9