Great Expectations by Charles Dickens

English Language Arts, 9th Grade

WHAT'S THE STORY?

Against the backdrop of 18th century England, a young orphaned boy from the rural marshlands has a surprise encounter with an escaped convict while visiting his parents' graves. The brief interlude begins an epic tale of Pip's "great expectations" from a poverty-stricken blacksmith's apprentice, to a well-do-do London "man about town." However, during Pip's journey, friendships are lost and found, the lessons of wealth and its promises and failures are plentiful, and the enduring power of the strong bonds of family is emphasized. These are some of the many themes woven through this classic British novel.

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
- Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.9.2
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9.8
- Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. SL.9.2
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. SL.9.4
- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.9.5