Introduction
Invisible Man Unit
Students: This unit is designed for an 11th grade mainstream high school English literature/language class.

Resources: The Curriculum Unit for *Invisible Man* published by The Center for Learning was used as a guide. The lessons were greatly modified to increase engagement of students and variety of activities.

Additional Lessons: This is not a complete unit for the novel. It has the first five lesson plans but would need six to eight more lessons to completely cover the novel. Therefore, though many of the goals and objectives are covered in this unit, a few of them (such as writing a personal essay or narrative) would be covered in the subsequent lessons.

Contents: This unit contains the following:
- Chart of overall goals and objectives
- Five lesson plans
  Each lesson plan contains the following:
  - basic lesson plan
  - modifications for four levels of English Language Learners
  - modified text for each language ability level
  - modified/supplemental handouts for ELLs
  - functional/notional chart for ELLs

Purpose: The purpose of this unit is to modify activities and materials to engage all the English Language Learners in the class. In this effort, specific activities and modifications are outlined for limited literacy, beginner, intermediate, and advanced students.

Note to Dr. Verplaetse: If possible, I would like to get this unit back. If you think it would be useful in the TAT curriculum library, I would be happy to make a copy of it. However, I would like to keep the original for myself.
# INVISIBLE MAN

<table>
<thead>
<tr>
<th>Goal</th>
<th>ESOL Language</th>
<th>Language</th>
<th>Content</th>
<th>Strategies</th>
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<tr>
<td></td>
<td>Elevate students’ academic language skills</td>
<td>Elevate students’ academic language skills</td>
<td>Raise students awareness of challenging social issues in America, esp. racism</td>
<td>Enable students to relate problems in the novel to their personal quest for self and identity</td>
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<tr>
<td>Knowledge</td>
<td>Students should know:</td>
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<tr>
<td></td>
<td>characteristics of a novel</td>
<td>the characteristics of a narrative</td>
<td>the issues surrounding racism and prejudice</td>
<td>how to analyze the themes in a novel</td>
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<td></td>
<td>the major vocabulary of the novel</td>
<td>the general vocabulary of the novel</td>
<td>the dangers of stereotypes and how they emerge</td>
<td>how to relate the themes of the novel to their personal lives and society in general</td>
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<td></td>
<td>that racism and prejudice are harmful</td>
<td>the meaning of words such as racism, prejudice, inequality</td>
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<td></td>
<td>how to use context clues to gain meaning of words or sentences</td>
<td>techniques of the novel, such as satire, motif, irony, metaphor, etc.</td>
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<td></td>
<td>what questions to ask in trying to understand meaning</td>
<td>how to employ techniques of close reading</td>
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<td>how to write sentences</td>
<td>the characteristics of a personal essay</td>
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<td>how to connect sentences to form paragraphs</td>
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<td>how to use paragraphs to create essays</td>
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<td>Skills</td>
<td>Students should be able to:</td>
<td>Students should be able to:</td>
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<td>Students should be able to:</td>
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<td></td>
<td>appropriately use vocabulary learned to express ideas</td>
<td>use the vocabulary of the novel in class discussion</td>
<td>discuss the issues surrounding racism and prejudice</td>
<td>analyze the major themes in the novel</td>
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<tr>
<td>ESOL Language</td>
<td>Language</td>
<td>Content</td>
<td>Strategies</td>
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<td>extract meaning through context clues</td>
<td>articulate how satire, motif, and irony are used in the novel</td>
<td>explain how stereotypes originate</td>
<td>articulate the importance of these themes and their relevance to present day concerns</td>
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<tr>
<td>ask questions to further understanding</td>
<td>employ techniques of close reading</td>
<td>discuss the negative consequences of stereotypes on the individual and on society</td>
<td>articulate their own thoughts and feelings verbally and in writing</td>
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<td>write sentences to put them together into a paragraph and essays</td>
<td>write a short narrative</td>
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<td>use prior experience to understand a new situation</td>
<td>write a personal essay</td>
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<td>draw on personal experience to articulate thoughts and feelings</td>
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<td><strong>Disposition</strong></td>
<td>Students should be aware of and appreciate:</td>
<td>Students should be aware of and appreciate:</td>
<td>Students should be aware of and appreciate:</td>
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<tr>
<td>literature as a tool for learning language and furthering self understanding</td>
<td>the critical thinking skills needed to decode the language of a novel in order to understand it</td>
<td>that stereotypes and prejudice exist</td>
<td>the power of using knowledge and analytical skills in trying to comprehend a piece of literature</td>
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<tr>
<td>the value of reading for comprehension of specific language and broader meanings</td>
<td>the need to practice the techniques of close reading and writing in order to employ them appropriately and with relative ease</td>
<td>knowledge is the first step in fighting prejudice</td>
<td>magic of using distant or fictitious works to better understand their lives and their world</td>
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Lesson 1
Lesson 1 - Prologue

Goal: To identify two major themes in *Invisible Man* - racism/prejudice and identity - and to have students relate them to their own personal experiences.

Objectives: Students will learn the meaning of words such as racism, prejudice, and inequality.
Students will participate in a close reading of a passage from the novel.
Students will relate themes from the novel to their own personal experiences.

Activities:
Activate background knowledge by discussing racism and prejudice. Do a web map on the board from students’ responses to what they think the two words mean.

The first two paragraphs of the prologue from *Invisible Man* will be read out loud. Each student will follow along in the text. After the reading, the class will discuss the meaning of the text. Questions: Who is the narrator? What is a narrative? Why does the narrator feel invisible?

This discussion will segue into a writing exercise where the students answer the following questions in their journals: Have you ever experienced racism or prejudice? When? Have you ever felt invisible? When and why?

Students will get into pairs and will need to talk to their partner in order to learn information about the partner they did not previously know. The idea is for each student to “see” a person in a way they may not have seen before and to be also be seen by that person. The class will come back together and each student will share what they learned about their partner.
Modifications for ELLs – Lesson 1

LIMITED LITERACY
Students will work on a handout on racism that will guide them during the discussion. The handout will offer simple definitions of racism and prejudice. It will ask the student to answer the following two questions by circling the correct answer:
- Racism is good or bad?
- Prejudice is good or bad?

Students will be given a highlighted copy of the text (see attached) that will be read out-loud in class.

Students will work with invisibility handout. It will offer a simple definition of invisible. It will state the following:
- The man in the story feels invisible. People do not see him. They do not notice him.
- Do you ever feel invisible? Circle yes or no.

Instead of articulating in writing or verbally, students will be able to depict their partner and his/her likes and dislikes (see attached worksheet).

BEGINNER
Students will have racism handout to assist them during the class discussion. The handout will define racism and prejudice. It will ask the student to write each word twice.

Students will be given a highlighted copy of the text (see attached) that will be read out-loud in class.

Students will work with invisibility handout. It will have the following questions:
- Do people see you? Yes or no?
- Do you ever feel ignored? Yes or no?

I feel ignored...
- in school
- on the street
- never
- always
- at home
- in the playground
- sometimes

Students will be able to write and/or draw on the worksheet attached when working with their partner.

INTERMEDIATE
Students will have a racism worksheet. It will ask them to fill in definitions for racism, prejudice, and discrimination. Their responses will be based on class discussion and dictionary definitions.

Students will be given a highlighted copy of the text (see attached) that will be read out-loud in class.

Students will work with invisibility handout. They will write sentences. The handout will ask the following questions:
- Why does the narrator feel invisible?
- Do you ever feel invisible?
- Do you ever feel ignored?
- When or where do you feel invisible?

Students will be guided with specific questions while working with a partner:
- What is your partner's name?
What does he/she like?
What does he/she dislike?
Ask your partner to tell you one or two things most people don’t know about him/her.

ADVANCED
Students will have a worksheet on racism that will allow them to get the most salient points from the class discussion. It will have the following questions:
What is racism?
What other words discussed in class are related to racism?
What do two of these words mean?
Students will be given a highlighted copy of the text (see attached) that will be read out-loud in class.
Students will be able to participate in the invisibility writing assignment and partner exercise without a separate set of instructions. Teacher will make sure students are clear on both activities and guide them as necessary.
Lesson 1 – Prologue

Limited Literacy
Man feels invisible.
People do not see him.

Beginner
The man in the book feels invisible.
He feels that people do not see him.
He is going to tell his story in the book.

Intermediate
The narrator in the story feels that people do not see him. He is a man, but he feels invisible. He is living underground. He will tell the story of how this happened in the following chapters.

Advanced
The narrator explains that he is not invisible but feels invisible. He is not a ghost. He feels invisible because people do not see him as an individual. He is now living underground after many bad experiences. He will tell us the story of how he came to feel invisible and live underground in the following chapters.
Invisible Man
Prologue Paragraphs 1 and 2

I am an invisible man. No, I am not a spook like those who haunted Edgar Allan Poe; nor am I one of your Hollywood-movie ectoplasms. I am a man of substance, of flesh and bone, fiber and liquids—and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me. Like the bodiless heads you see sometimes in circus sideshows, it is as though I have been surrounded by mirrors of hard, distorting glass. When they approach me they see only my surroundings, themselves, or figments of their imagination—indeed, everything and anything except me.

Nor is my invisibility exactly a matter of a biochemical accident of the epidermis. That invisibility to which I refer occurs because of a peculiar disposition of the eyes of those with whom I come in contact. A matter of the construction of the inner eyes, those eyes with which they look through their physical eyes upon reality. I am not complaining, nor am I protesting either. It is sometimes advantageous to be unseen, although it is most often rather wearing on the nerves. Then too, you're constantly being bumped against by those of poor vision. Or again, you often doubt if you really exist. You wonder if you aren't simply a phantom in other people's minds. Say, a figure in a nightmare which the sleeper tries with all his strength to destroy. It's when you feel like this that, out of resentment, you begin to bump people back. And, let me confess, you feel that way most of the time. You ache with the need to convince yourself that you do exist in the real world, that you're a part of all the sound and anguish, and you strike out with your fists, you curse and you swear to make them recognize you. And, alas, it's seldom successful.
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Limited Literacy - Students will be asked to draw in the circles.
Beginners - Students will choose to write or draw in the circles.
Intermediate - Students will use this as a guide to write sentences.
Advanced - Students may use this as a graphic organizer if they wish.
<table>
<thead>
<tr>
<th>LESSON 1</th>
<th>Function</th>
<th>Notion</th>
<th>Sample Formula</th>
</tr>
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<tbody>
<tr>
<td>Limited Literacy</td>
<td>Describing</td>
<td>Good Bad Man People See Feel</td>
<td>The man is… People do not…</td>
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<td></td>
<td>Expressing understanding</td>
<td></td>
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</tr>
<tr>
<td>Beginner</td>
<td>Describing</td>
<td>People School Home Street Playground Never Sometimes Always</td>
<td>Do people…? Do you…? I feel…</td>
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<td></td>
<td>Identifying</td>
<td></td>
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<td></td>
<td>Expressing understanding</td>
<td></td>
<td></td>
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<tr>
<td>Intermediate</td>
<td>Describing</td>
<td>Racism Prejudice Invisible Ignored</td>
<td>The narrator feels… I feel… He likes… He does not like…</td>
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<td></td>
<td>Expressing understanding</td>
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<td>Expressing emotions</td>
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<tr>
<td>Advanced</td>
<td>Describing</td>
<td>Racism Prejudice Discrimination Invisibility Inequality Deprivation</td>
<td>Racism is… It is similar to… He is…and …</td>
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<td></td>
<td>Expressing understanding</td>
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<td>Expressing opinions</td>
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<td>Narrating</td>
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Lesson 2
Lesson 2 - Chapter 1

Goal: To elevate students' academic language skills.

Objectives: Students will study the characteristics of literary genre known as satire. Students will investigate the specific devices (irony, sarcasm, etc.) used in the novel. Students will analyze the differing motives of characters in the novel and what consequences arise from conflicting motives.

Activities: Students will get into groups of three. Each group will look up the word satire and discuss its use in literature. Each group will focus on one of the following words: irony, parody, sarcasm, understatement, exaggeration, or caricature. Each term will be defined and the group will offer two examples of how the device is used in the novel. The results will be shared with the class.

Students will write on the following questions:
What does the young narrator want? How does this differ from what the town leaders want? What are the consequences of the differences?
Modifications for ELLs – Lesson 2

LIMITED LITERACY
Students will be given simple definitions of novel and narrative. They will answer the following True/False questions:
A narrative tells a story.
A novel may be a book.
Students will cut out pictures to use with the attached handout in doing the second exercise.

BEGINNER
Students will be given a handout that defines novel and narrative. They will answer the following True/False questions:
A narrative does not tell a story.
A novel is always very long.
The Invisible Man is not a novel.
The Invisible Man is a narrative.
Students will use attached handout to do the second exercise. The first and third circles will be filled in (1st - the boy; 3rd - the men want him to fight). The student will need to fill in circle 2 and 4.

INTERMEDIATE
Students will get handout that defines novel, narrative, and satire. It will state how/why Invisible Man is an example of each. The sheet will have incomplete definitions for the six devices used. Students will be able to fill in the blanks of the definitions from the class discussion.
Students will use the attached handout to assist them in writing 3-4 sentences on the topic for the second activity. The following questions will guide them:
What does the boy want to do?
What do the city leaders want him to do?
What does the boy end up doing?
Was he happy or upset?

ADVANCED
Students will have a handout to assist them in doing the first activity. It will define novel, narrative, and satire and will state that Invisible Man is an example of all three. The sheet will list the six devices used in satire and will leave the definitions blank for the students to fill out during class discussion.
Students will use the attached handout as a pre-writing exercise to guide them in writing a passage for the second activity.
Lesson 2 – Chapter 1

**Limited Literacy**

Boy school wants to give his speech.
The important men make him fight first.

**Beginner**

The boy is a very good student.
He gave a speech at graduation.
He will give the speech to important men.
The men want him to fight first.
The boy fights then gives speech.

**Intermediate**

The narrator tells a story from high school.
He was a good student. He was asked to give a speech to important men from the city. He goes to give the speech. The men make him fight other boys. They laugh at him. He feels hurt. He gives the speech after the fight. They give him money to go to college.

**Advanced**

The narrator tells us a story from his high school experience. He was a good student and was asked to deliver a speech at graduation. He is asked to deliver the speech to the important leaders of the city. He goes prepared to give the speech, but the white leaders want him to fight with other boys. He is humiliated because he has to fight for their entertainment. He delivers the speech with his mouth full of blood after the fight. He is awarded a scholarship to attend college.
Limited Literacy - Students will be given pictures (person giving a speech, person boxing, etc.) that they will arrange in the above diagram.

Beginners - Students will have the first and third circles filled in and will need to fill in circles #2 and #4.

Intermediate - Students will use the above graphic organizer and guided questions to write simple sentences.

Advanced - Students will use the above as a graphic organizer to guide them in writing a passage.
<table>
<thead>
<tr>
<th>LESSON 2</th>
<th>Function</th>
<th>Notion</th>
<th>Sample Formula</th>
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<tbody>
<tr>
<td>Limited Literacy</td>
<td>Identifying</td>
<td>Book</td>
<td>It tells…</td>
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<td></td>
<td>Expressing understanding</td>
<td>Story</td>
<td>It may be…</td>
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<td>Tell</td>
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<td></td>
<td></td>
<td>Be</td>
<td></td>
</tr>
<tr>
<td>Beginner</td>
<td>Identifying</td>
<td>Novel</td>
<td>It is always…</td>
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<td></td>
<td>Expressing</td>
<td>Long</td>
<td>It does…</td>
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<td>understanding</td>
<td>Want</td>
<td>He wants…</td>
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<td></td>
<td>Expressing</td>
<td>Speech</td>
<td>He does…</td>
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<td>opinion</td>
<td>Give</td>
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<td>Fight</td>
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<tr>
<td>Intermediate</td>
<td>Identifying</td>
<td>Narrative</td>
<td>The boys wants to…</td>
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<td></td>
<td>Describing</td>
<td>Happy</td>
<td>They want him to…</td>
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<td></td>
<td>Expressing</td>
<td>Upset</td>
<td>He does…</td>
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<td></td>
<td>understanding</td>
<td>Leaders</td>
<td>He is (emotion)…</td>
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<td></td>
<td>Expressing</td>
<td>City</td>
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<td></td>
<td>emotions</td>
<td>Want</td>
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<td>Do</td>
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<td>Advanced</td>
<td>Analyzing</td>
<td>Narrative</td>
<td>The narrator wants… but he</td>
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<td></td>
<td>Expressing</td>
<td>Satire</td>
<td>cannot because…</td>
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<td></td>
<td>understanding</td>
<td>Irony</td>
<td>He has to… because…</td>
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<td></td>
<td>Narrating</td>
<td>Parody</td>
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<td>Sarcasm</td>
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<td>Understatement</td>
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<td>Exaggeration</td>
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<td>Caricature</td>
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</tbody>
</table>
Lesson 3
Lesson 3 - Chapter 2, 3

Goal: To elevate students' academic language skills.

Objectives: Students will identify important characters and places in the novel. Students will describe the characters. Students will analyze the motives and character of the narrator.

Activities:
Students will describe Mr. Norton, Trueblood, and the Golden Day. They will have an opportunity to look through the text to write their responses on a three-column worksheet. The worksheet will be copied on the board and the responses will be entered on the board.

Students will be divided into pairs to do a think-write pair-share exercise having to do with the topics described. Students will answer the following questions:
Why did the narrator not want to take Mr. Norton to see Trueblood and the Golden Day? Why did he do it? Think about why the narrator wants to please Mr. Norton. Did his ambition cloud his judgment?
Modifications for ELLs – Lesson 3

LIMITED LITERACY
Students will work with a handout that will ask them to draw Mr. Norton. It will give them the following facts about the character:
- He works in an office.
- He is white.
- He is rich.
- He is educated.

They will also be asked to draw Trueblood given the following facts:
- He is a farmer.
- He is black.
- He is poor.
- He is not educated.

Students will work with a second handout with the following True/False statements:
- Mr. Norton is an important man.
- The boy wants to please Mr. Norton.
- The boy should take Mr. Norton to the bar.

BEGINNER
Students will work with a handout to describe Mr. Norton and Trueblood. The following questions will guide them:
- What does Mr. Norton look like?
- What does Trueblood look like?
- What is the Golden Day?

Students will be paired with a student of similar background at the intermediate or advanced language level to do the write-think pair-share exercise.

INTERMEDIATE
Students will work with a handout with the following questions:
- Who is Mr. Norton? What does he look like? Is he rich or poor? Young or old?
- Who is Trueblood? What does he look like? Is he rich or poor? Young or old?
- What is the Golden Day? Should the narrator have taken Mr. Norton to it?

Students will be paired with a student of similar background at the beginner or advanced language level to do the write-think pair-share exercise.

ADVANCED
Students will have a handout to guide them in doing the first exercise. The question will be:
- What do Mr. Norton and Trueblood look like? Are they rich or poor? Young or old? What does the narrator think of each of them? What is the Golden Day? Is it a suitable place for Mr. Norton? Was the narrator right or wrong in taking Mr. Norton to the Golden Day?

Students will be paired with a student of similar background at the beginner or intermediate language level to do the write-think pair-share exercise.
Lesson 3 – Chapters 2, 3

Limited Literacy

Boy is in college.
He drives Mr. Norton to a bar.

Beginner

The boy is now in college.
He is asked to drive the car of an important man.
He takes Mr. Norton to a bar.

Intermediate

The narrator is now in college. He is asked to drive an important leader, Mr. Norton, anywhere Mr. Norton wants to go. The narrator drives him to Trueblood’s house. The school’s president does not like Trueblood. Mr. Norton hears a story from Trueblood and gets sick. The narrator takes Mr. Norton to a bar to get whisky to make him feel better. The bar is very rowdy and Mr. Norton feels worse.

Advanced

The narrator is now in his third year at college. He is a good student and is asked to drive an important trustee, Mr. Norton, wherever he needs to go. The boy is driving him around the college area when Mr. Norton tells him to stop at Trueblood’s house. He hears a horrible story from Trueblood and feels sick. The boy takes him to a bar to get whisky for him. While they are there, a big fight breaks out and Mr. Norton feels worse. The boy is very worried and takes him back to the college.
Describe the following:

<table>
<thead>
<tr>
<th>Mr. Norton</th>
<th>Trueblood</th>
<th>the Golden Day</th>
</tr>
</thead>
</table>

Limited Proficiency - Students will draw Mr. Norton + Trueblood using the prompts listed on the modifications sheet.

Beginners - Students will be able to use prompts to offer simple descriptions.

Intermediate - Students will be guided by prompts on modifications sheet.

Advanced - Students will be guided by prompts on modifications sheet.
## Language Functions for ELLs

<table>
<thead>
<tr>
<th>LESSON 3</th>
<th>Function</th>
<th>Notion</th>
<th>Sample Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited Literacy</td>
<td>Describing</td>
<td>White</td>
<td>He is...</td>
</tr>
<tr>
<td></td>
<td>Expressing understanding</td>
<td>Rich</td>
<td>The boy wants...</td>
</tr>
<tr>
<td></td>
<td>Expressing opinion</td>
<td>Black</td>
<td>The boy should...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educated</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Farmer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Want</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Should</td>
<td></td>
</tr>
<tr>
<td>Beginner</td>
<td>Describing</td>
<td>Mr.</td>
<td>Mr. Norton looks...</td>
</tr>
<tr>
<td></td>
<td>Expressing understanding</td>
<td>Educated</td>
<td>Trueblood looks...</td>
</tr>
<tr>
<td></td>
<td>Expressing opinion</td>
<td>Important</td>
<td>It is...</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The boy wants...</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Expressing opinion</td>
<td>Respect</td>
<td>He should have...</td>
</tr>
<tr>
<td></td>
<td>Suggesting</td>
<td>Important</td>
<td>He should not have...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Young</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Old</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Persuading</td>
<td>Suitable</td>
<td>He thinks...is...because...</td>
</tr>
<tr>
<td></td>
<td>Narrating</td>
<td>Appropriate</td>
<td>It is...so it is...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Correct</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Justified</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4
Lesson 4 – Chapters 4, 5, 6

Goals: To elevate students’ academic language skills
To raise students’ awareness of social issues in America.

Objectives: Students will do an in-depth analysis of two main characters in the novel.
Students will ascertain the significance of these two characters and what they represent.
Students will reenact an important scene from the novel.
Students will share and defend their opinions on the actions of a major character.

Activities:
Students will describe Dr. Bledsoe and the narrator using the attached worksheet as a guide. The exercise will allow the students to compare and contrast the two characters.

In pairs, the students will use the text to review the exchange between the characters. They will work together to present the exchange in their own words. They will have the following three assignment options:
   a) act out the exchange in their own words
   b) write a script of the exchange in their own words
   c) draw a series of 3-5 pictures depicting the exchange (use captions as necessary)

The assignments will be shared with the class. The following questions will be answered in a class discussion:
   Is Dr. Bledsoe justified in expelling the narrator from college?
   Why or why not?
Limited Literacy

College president is angry with the boy. He tells the boy to leave the college.

Beginner

The boy meets with the college president, Dr. Bledsoe. Dr. Bledsoe is angry that the boy took Mr. Norton to a bar. The college president tells the boy to leave the college.

Intermediate

The college president, Dr. Bledsoe, is furious at the narrator. The narrator should not have taken Mr. Norton to see Trueblood and the Golden Day bar. He yells at the narrator. The narrator says he is sorry and did not mean to do anything bad. He only took Mr. Norton where Mr. Norton wanted to go. Dr. Bledsoe kicks the boy out of college but says he can come back if he has money to pay for college. Dr. Bledsoe gives him letters to help him get a job.

Advanced

The narrator is worried that he will be expelled from the college for taking Mr. Norton to see Trueblood and the Golden Day bar. The college president, Dr. Bledsoe, is extremely furious with the narrator. He tells the boy he will have to leave the college. The boy tries to defend himself, but Dr. Bledsoe stays angry. He tells the boy he will have to leave and takes the scholarship from the boy. He tells the boy he can come back if he earns money to pay for college. Dr. Bledsoe gives the narrator letters of recommendation to help him get a job.
LIMITED LITERACY
Students will answer the following questions about Dr. Bledsoe and the narrator by circling the correct response:

Dr. Bledsoe is mean or nice. Dr. Bledsoe is young or old.
The boy is nice or mean. The boy is young or old.

Students will use the following additional statements to depict Dr. Bledsoe and the narrator:

Dr. Bledsoe is angry with the boy. He yells at the boy.
The boy is sad. He has to leave college.

BEGINNER
Students will use the following questions to draw/describe Dr. Bledsoe and the narrator:

What does Dr. Bledsoe look like? Is he a kind person?
What does the boy look like? Is he a good person?

Students will arrange the following sentences in sequence:

Dr. Bledsoe yells at the boy.

Boy takes Mr. Norton to a bar.

Dr. Bledsoe gets angry with the boy.

The boy says he is sorry.

Dr. Bledsoe says the boy has to leave college.

INTERMEDIATE
Students will have the following questions to clarify the worksheet:

Physical Appearance – What do Dr. Bledsoe and the narrator look like?
Personality – What kind of a person is each? Nice, mean, kind, patient, etc.?
Mission in Life – What are their goals? What do they want to do in life?
Importance in Novel – Why is each character important in the novel?

Students will do the following fill in the blank exercises to prepare them for the second activity:

Fill each blank with either “Dr. Bledsoe” or “the narrator”.

______ took Mr. Norton to the Golden Day. _______ is angry at _______.
______ says _______ has to leave college. _______ is sad.
______ says he is sorry.

ADVANCED
Students should be able to work from the attached worksheet and the instructions for the activities in this lesson. If further clarification is needed, the teacher will provide it. The teacher will monitor the pair work to make sure students are clear on what to do and how to do it.
Use the following chart to describe each character.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Dr. Bledsoe</th>
<th>The Narrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>physical appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mission in life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>importance in novel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intermediate - Students will be given supplemental questions to help them understand the topics.
### Language Functions for ELLs

<table>
<thead>
<tr>
<th>LESSON 4</th>
<th>Function</th>
<th>Notion</th>
<th>Sample Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited</td>
<td>Identifying</td>
<td>Mean</td>
<td>He is...</td>
</tr>
<tr>
<td>Literacy</td>
<td>Describing</td>
<td>Nice</td>
<td>The boy is...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Young</td>
<td>He yells...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Old</td>
<td>He leaves...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Angry</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yell</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leave</td>
<td></td>
</tr>
<tr>
<td>Beginner</td>
<td>Describing</td>
<td>Kind</td>
<td>He takes... to...</td>
</tr>
<tr>
<td></td>
<td>Expressing opinion</td>
<td>Anger</td>
<td>He gets... with...</td>
</tr>
<tr>
<td></td>
<td>Sequencing</td>
<td>Sadness</td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td>Describing</td>
<td>Fear</td>
<td>He looks like...</td>
</tr>
<tr>
<td></td>
<td>Expressing</td>
<td>Apology</td>
<td>He acts like...</td>
</tr>
<tr>
<td></td>
<td>Understanding</td>
<td>Personality</td>
<td>He wants to do...</td>
</tr>
<tr>
<td></td>
<td>Persuading</td>
<td>Mission</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comparing</td>
<td>Appearance</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Narrating</td>
<td>Importance</td>
<td>The narrator does... Therefore,</td>
</tr>
<tr>
<td></td>
<td>Analyzing</td>
<td>Frustration</td>
<td>Dr. Bledsoe is...</td>
</tr>
<tr>
<td></td>
<td>Comparing</td>
<td>Command</td>
<td>Dr. Bledsoe says..., but the boy</td>
</tr>
<tr>
<td></td>
<td>Contrasting</td>
<td>Order</td>
<td>says...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regret</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 5
Lesson 5

Goal: To elevate students' academic language skills,

Objectives: Students will research and interpret important passages from the novel. Students will confer with each other on their findings. Students will provide textual evidence for their responses.

Activities:
Class will be divided into six groups. Two groups will complete each of the three parts of the attached worksheet.

After the groups finish with their part of the worksheet, the groups that worked on the same part will get together to compare their answers. If their answers differ, they will consult the text to reach consensus on each question.

The class will come together. The groups will report back on their answers and the class will discuss any lingering discrepancies.
Modifications for ELLs – Lesson 5

LIMITED LITERACY
Students will cut out pictures to depict what events occurred in the novel. They will use the following sentences to guide them:

Boy leaves college. Boy goes to New York.
Boy cannot find a job. Boy is sad.

BEGINNER
Students will fill in the blanks in the following sentences and then arrange them in sequence:

________________________________________
Boy goes to _______.
________________________________________
Boy tries to get a _______.
________________________________________
Boy _______ find a job.
________________________________________
Boy _______ and worried.

INTERMEDIATE
Students were given the questions for their group at the end of the previous class. One question was highlighted for the student to review carefully and to prepare an answer at home. Teacher will check in with these students before the group work to make sure they understood the question and were able to formulate a reply.

ADVANCED
Students were given the questions for their group at the end of the previous class. Therefore, they would have had an evening to read the questions carefully to make sure they understood them and also to look for answers from the text. Teacher will check in with these students before the group work to make sure they understand and are comfortable with the assignment.
Lesson 5 – Chapters 7, 8, 9

**Limited Literacy**

Boy goes to New York.
Boy cannot find a job.

**Beginner**

The boy leaves college and goes to New York.
He tries to find a job but cannot get one.
He is sad and worried.

**Intermediate**

The boy leaves the college and takes a bus to
New York. He stays at a house for boys and
looks for a job. He takes the letters Dr.
Bledsoe gave him and tries to see the men Dr.
Bledsoe told him to see. He gives them the
letters but they do not give him a job. The
last one shows him the letter. The narrator
realizes that the letter is telling the men not to
hire him. In the letter, Dr. Bledsoe says he
will never be able to come back to the college.
The narrator is very hurt and confused.

**Advanced**

The narrator leaves the college and takes a bus
to New York. He is optimistic that he will be
able to find a job with the help of the letters
from Dr. Bledsoe. He contacts the people Dr.
Bledsoe wrote the letters to and gives them
each a letter. The boy is not hired by any of
these men. No one wants to hire him even
though Dr. Bledsoe wrote him letters of
recommendation. He learns from the last
contact that the letters did not recommend
him. They said not to hire him. The also said
he would never be able to go back to the
college. The boy is stunned and feels despair.
Directions: Answer the questions assigned to your group. Have answers ready for class discussion.

Set A.
1. We see that the narrator believes in stories about success. Find three pieces of evidence that show how optimistic he is about getting a job in New York.
2. As the narrator daydreams about success, what does he visualize about the future? Why doesn’t he intend to stay in New York very long?
3. The narrator begins to doubt that the secretaries have actually delivered his letters to the executives. What action does he take to ensure that at least one letter will reach the intended recipient?
4. Once again the narrator dreams of his grandfather. What truth does that dream give to him?

Set B.
1. Look up *jive* in the dictionary. What does “You’re jivin’ me” mean?
2. What is the narrator reminded of when he meets the jiver? What is his reaction to this reminder?
3. What is the meaning of the blueprints? What doubts does the encounter raise for the narrator?
4. What is the narrator really denying when he doesn’t order grits and pork chops? What is he pretending?

Set C.
1. How do we know that the narrator’s naïve optimism continues as he goes to see Mr. Emerson?
2. What does the young Emerson mean when he says, “They’re all loyal Americans”? What is satirical about that remark?
3. What is the significance of young Emerson’s catching himself when he says, “Some of the finest people I know are Neg—“?
4. Read the last sentence of Dr. Bledsoe’s letter. What did he really mean? Is it something you’ve read in *Invisible Man* before?
Directions: Answer the questions assigned to your group. Have answers ready for class discussion.

Set A.
1. We see that the narrator believes in stories about success. Find three pieces of evidence that show how optimistic he is about getting a job in New York.
2. As the narrator daydreams about success, what does he visualize about the future? Why doesn’t he intend to stay in New York very long?
3. The narrator begins to doubt that the secretaries have actually delivered his letters to the executives. What action does he take to ensure that at least one letter will reach the intended recipient?
4. Once again the narrator dreams of his grandfather. What truth does that dream give to him?

Set B.
1. Look up jive in the dictionary. What does “You’re jivin’ me” mean?
2. What is the narrator reminded of when he meets the jiver? What is his reaction to this reminder?
3. What is the meaning of the blueprints? What doubts does the encounter raise for the narrator?
4. What is the narrator really denying when he doesn’t order grits and pork chops? What is he pretending?

Set C.
1. How do we know that the narrator’s naïve optimism continues as he goes to see Mr. Emerson?
2. What does the young Emerson mean when he says, “They’re all loyal Americans”? What is satirical about that remark?
3. What is the significance of young Emerson’s catching himself when he says, “Some of the finest people I know are Neg.”?
4. Read the last sentence of Dr. Bledsoe’s letter. What did he really mean? Is it something you’ve read in Invisible Man before?
Directions: Answer the questions assigned to your group. Have answers ready for class discussion.

Set A.
1. We see that the narrator believes in stories about success. Find three pieces of evidence that show how optimistic he is about getting a job in New York.
2. As the narrator daydreams about success, what does he visualize about the future? Why doesn’t he intend to stay in New York very long?
3. The narrator begins to doubt that the secretaries have actually delivered his letters to the executives. What action does he take to ensure that at least one letter will reach the intended recipient?
4. Once again the narrator dreams of his grandfather. What truth does that dream give to him?

Set B.
1. Look up jive in the dictionary. What does “You’re jivin’ me” mean?
2. What is the narrator reminded of when he meets the jiver? What is his reaction to this reminder?
3. What is the meaning of the blueprints? What doubts does the encounter raise for the narrator?
4. What is the narrator really denying when he doesn’t order grits and pork chops? What is he pretending?

Set C.
1. How do we know that the narrator’s naïve optimism continues as he goes to see Mr. Emerson?
2. What does the young Emerson mean when he says, “They’re all loyal Americans”? What is satirical about that remark?
3. What is the significance of young Emerson’s catching himself when he says, “Some of the finest people I know are Neg-“?
4. Read the last sentence of Dr. Bledsoe’s letter. What did he really mean? Is it something you’ve read in Invisible Man before?
## Language Functions for ELLs

<table>
<thead>
<tr>
<th>LESSON 5</th>
<th>Function</th>
<th>Notion</th>
<th>Sample Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited Literacy</td>
<td>Identifying&lt;br&gt;Expressing understanding</td>
<td>Leave&lt;br&gt;Go&lt;br&gt;Cannot&lt;br&gt;Sad</td>
<td>The boy leaves…&lt;br&gt;He goes to…</td>
</tr>
<tr>
<td>Beginner</td>
<td>Describing&lt;br&gt;Sequencing&lt;br&gt;Expressing Understanding</td>
<td>College&lt;br&gt;Job&lt;br&gt;Worried&lt;br&gt;Sad&lt;br&gt;Try</td>
<td>The boy goes to…&lt;br&gt;The boy tries to…&lt;br&gt;The boy cannot…</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Predicting&lt;br&gt;Persuading</td>
<td>Deliver&lt;br&gt;Doubt&lt;br&gt;Secretaries&lt;br&gt;Believe</td>
<td>I think…&lt;br&gt;It is…because…</td>
</tr>
<tr>
<td>Advanced</td>
<td>Interpreting&lt;br&gt;Analyzing&lt;br&gt;Exemplifying</td>
<td>Executives&lt;br&gt;Optimism&lt;br&gt;Success&lt;br&gt;Visualize&lt;br&gt;Daydream</td>
<td>It suggests that…&lt;br&gt;It may mean that…</td>
</tr>
</tbody>
</table>