

Grade 11

Distance Learning Module 5: Week of: 4/27/2020-5/1/2020

American Literature - Modified from Unit 4 - The Bluest Eye/Book Clubs

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Lens work (race, class, gender), ESP (economic, social, political context), literary terms

Vocabulary: Race, class, gender, power, choice, voice, agency, exploitation, American Dream, allusion, metaphor, simile, imagery, personification, allegory, motif, symbolism, syntax, close reading, tone

Skills: Analyzing figurative language and literary techniques in order to determine meaning; analyzing author's use of craft and intended impact; analyzing and evaluating race, class, and gender in literary texts; identifying, researching, and analyzing ESP (economic, social, and political) context and its impact on fiction; performing a close reading of a text; analyzing a text using critical lenses (race, class, gender)

Expectation:

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: Define symbolism, identify examples of symbolism in the novel, read <i>The Bluest Eye</i>	1) Review this mini-lesson about symbolism. 2) Read chapter 6. As you do, note any other symbols that you come across. 3) Post to Google Classroom prompt: Which of Morrison's symbols is most effective? Why?	List of symbols
Tuesday: Define tone and mood, analyze author's craft in the novel, read <i>The Bluest Eye</i>	1) Tone is the author's attitude toward a text. Mood is the feeling that the reader gets from the text. They are sometimes the same, but they can be very different, too. Authors often choose very specific words that reflect their attitude and try to create a mood in you, the reader.	Notes about tone and mood

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
	2) Read chapter 7. As you read, pick one scene that you think is important. Identify a few spots where you can analyze tone and mood.	
Wednesday: Analyze literature through a critical lens, read <i>The Bluest Eye</i>	1) Free write: Choose a scene (1-2 pages) from chapter 7. How does this scene reflect, undermine, and/or revise the gender/class/race issues in the novel?	*Submit your journal (everything in ONE document) by Thursday
Thursday: Analyze literature through a critical lens, read <i>The Bluest Eye</i>	1) Read chapter 8. While reading, track how race, class, and gender are depicted, what role they play, etc.	*Submit your journal (everything in ONE document) TODAY!
Friday: Analyze literature through a critical lens, read <i>The Bluest Eye</i>	1) Read chapter 9-11 by Monday night. While reading, track how race, class, and gender are depicted, what role they play, etc	For Monday night of next week: finish TBE (chapters 10 and 11). Longwrite due Tuesday night

Week criteria for success (attach student checklists or rubrics):

Longwrite for beginning of next week

Supportive resources and tutorials for the week (plans for re-teaching):

Full PDF of the novel.

Students will be given feedback on all of the work that they submit. Additional documents and video tutorials will be created as needed (based on student work). In addition, email, Google Hangouts, Google Meet, and/or Zoom will be utilized for one-on-one and small-group support.