

Grade 11

Distance Learning Module 6: Week of: 5/11/2020-5/15/2020

American Literature - Modified from Unit 4 - The Great Gatsby/Book Clubs

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Lens work (race, class, gender), ESP (economic, social, political context) of a text

Vocabulary: Race, class, gender, power, choice, voice, agency, exploitation, American Dream

Skills: 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: Students will complete the following tasks and assignments.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday, May 11: Select a book club book; identify various ways that once can analyze a text	1) LIVE mini-lesson: "Is there a single correct interpretation for a book?" 2) Complete the journal prompt 3) You will take part in a book club for the next few weeks. The American Literature Book Club Options list highlights your text options. Select a book! 4) FYI: Re-visit you chart/work on race, class, and gender from the last text. Continue to track these three things as you read your book club book. 5) Exit slip	Exit slip *Pick up your book from DHHS ASAP. **Book club "discussion" Friday - Be 1/3rd of the way into your book.
Tuesday, May 12: Research ESP; define power, choice, and voice and reflect on their presence in literature and your life	1) Research the ESP of your book club book. 2) Read and annotate The Great Gatsby Curve article. 3) Review the additional article that depicts racial inequality in the US. 4) LIVE ML: Power, choice, and voice 5) Free write about a time in your life when you did not have power, choice, and/or voice.	Power/choice/voice free write *Pick up your book from DHHS ASAP. **Book club "discussion" Friday - Be 1/3rd of the way into your book.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Wednesday, May 13: Define exploitation and analyze the presence of this concept in literature</p>	<p>1) Review the mini-lesson on exploitation. 2) Read and annotate your book club book with this lens. 3) Exit slip</p>	<p>Exit slip *Book club “discussion” Friday - Be 1/3rd of the way into your book.</p>
<p>Thursday, May 14: Respond to a current event; analyze literature through critical lenses</p>	<p>1) Intro journal checklist 2) Quickwrite 1: Read the article (Agreement reached in 30-year-old school desegregation case) and respond in writing. (What comes to mind? How does it make you feel? What does this tell us about people? Can you connect this to your reading?) 3) Read your book club book, and track race, class, and gender in it. See this document for questions for each lens. Every time you read, try out some new questions. The second page of the document has some additional lens that you should explore, too.</p>	<p>Quickwrite submitted to Google Classroom *Book club “discussion” tomorrow - Be 1/3rd of the way into your book.</p>
<p>Friday, May 15: Engage with your classmates in a discussion about literature</p>	<p>1) On Flipgrid, post a video of yourself talking about your book. Things to cover:</p> <ul style="list-style-type: none"> ● how race/ class, and/or gender affect the characters in your text ● interpretations of the text <p>2) Respond to at least two of your peers’ videos. 3) Respond to at least one of the responses to your initial video. Book Club Discussion Rubric</p>	<p>Flipgrid posts/interaction *Book club “discussion” Wednesday - Be 2/3rds of the way into your book.</p>

Week criteria for success (attach student checklists or rubrics): There are no formal assessments this week; however, students will be given feedback on all of the work that they submit.

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

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, and/or Google Meet will be utilized for one-on-one and small-group support.