

Unit 3: Disconnection/Alienation and Isolation in Modern Life

Unit #:	APSDO-00017582	Duration:	7.0 Week(s)	Date(s):	
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Team:
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Grades:
 12

Subjects:
 English Language Arts

Unit Focus

In this unit, students will explore how twentieth century thinkers developed a new sensibility in order to negotiate the contradictions of post--industrial society. Students will investigate how individuals experienced a disconnection from the natural world and community and constructed new modes of apprehending and making meaning. Summative assessments may include a short film or other narrative that mirrors the themes present and/or write an analysis of given literary texts. Primary instructional materials for this unit will be selected from the following: *The Stranger* (Albert Camus), *Bright Lights, Big City* (Jay McInerney), *No Exit* (JeanPaul Sartre), *The Metamorphosis* (Franz Kafka), *Reservation Blues* (Sherman Alexie), and *A Raisin in the Sun* (Lorraine Hansberry).

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>English Language Arts: 12</i></p> <ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <i>CCSS.ELA-LITERACY.RL.11-12.1</i> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text 	<p>T1 (T20) Student Lens: Active readers think critically about what they read.</p> <p>T2 (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p>T3 (T21) Student lens: Powerful writers think critically about what they write.</p> <p>T4 (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.</p> <p>T5</p> <p>Thematic: Analyze how individuals search for meaning, identify and consciousness in a constantly changing world.</p>	
	Meaning	
	Understandings	Essential Questions

<p>leaves matters uncertain. <i>CCSS.ELA-LITERACY.RI.11-12.1</i></p> <ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>CCSS.ELA-LITERACY.W.11-12.1</i> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>CCSS.ELA-LITERACY.L.11-12.2</i> • Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. <i>CCSS.ELA-LITERACY.SL.11-12.2</i> • Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <i>CCSS.ELA-LITERACY.W.11-12.2</i> • Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <i>CCSS.ELA-LITERACY.RL.11-12.3</i> • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <i>CCSS.ELA-LITERACY.SL.11-12.5</i> • Determine an author's point of view or 	<p>U1 Freedom of choice is a terrifying proposition.</p> <p>U2 Societal assumptions influence your thinking and the thinking of others.</p> <p>U3 Individuals flee from the burden of consciousness by objectifying themselves and others.</p> <p>U4 (U205) Authors and speakers make deliberate language, narrative, structure, and style choices to convey their meaning.</p> <p>U5 (U702) Each genre of writing follows specific organizational patterns and techniques to elicit an intended response from the reader.</p> <p>U6 (U700) Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p>	<p>Q1 How is freedom terrifying?</p> <p>Q2 How do societal expectations influence individual choice?</p> <p>Q3 Why do individuals objectify themselves and others?</p> <p>Q4 How do writers use written language to create a sense of alienation/disconnection?</p> <p>Q5 How does existential anxiety contribute to materialism?</p> <p>Q6 (Q206) How do I make and support conclusions/interpretations/inferences/opinions? (K-12)</p> <p>Q7 (Q205) How can I infer the author's purpose and message? (K-12)</p> <p>Q8 (Q603) Why do I think this? (K-1) How do I support my ideas when writing in this particular genre? (2-12)</p> <p>Q9 (Q603) Why do I think this? (K-1) How do I support my ideas when writing in this particular genre? (2-12)</p>
Acquisition of Knowledge and Skill		
Knowledge	Skills	
	<p>S1 Apply basic existential philosophy as it relates to their own lives</p>	

<p>purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. <i>CCSS.ELA-LITERACY.RI.11-12.6</i></p>		<p>S2</p> <p>Critically compare the protagonists of the existential literature that they are reading to their own lives</p> <p>S3</p> <p>Developing a thoughtful, reflective writing process through planning, revising, and editing drafts before finalizing</p>
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