

Unit 5 : Alienation and Experimentation: Old vs. New Values and Forms

Unit #:	APSDO-00017580	Duration:	9.0 Week(s)	Date(s):	
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Team:
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Grades:
 11

Subjects:
 English Language Arts

Unit Focus

In this unit, students will explore the tensions between old and new values as expressed through the evolving literary forms and styles of Modernism (Imagism) and Existentialism. Students will read and analyze increasingly complex works of fiction, explore literary characteristics from this period of growing disillusionment and alienation, and consider the extent individuals maintain autonomy in an increasingly impersonal world. Summative assessments may include: analysis of aesthetic texts that demonstrates an understanding of essential motifs and themes. Primary instructional materials for this unit will be selected from the following: *The Short Stories: The First FortyNine Stories, The Sun Also Rises (Hemingway); Winter Dreams, The Great Gatsby (Fitzgerald); Dry September, A Rose for Emily (Faulkner); The Love Song of J. Alfred Prufrock (T.S. Eliot); In a Station of the Metro (Pound); Red Wheelbarrow, This is Just to Say (Williams); Heat (Hilda Doolittle); The Skaters (Lowell); Winesburg, Ohio (S. Anderson);* poems selected from *Adventures in American Literature (Frost); Their Eyes Were Watching God, Sweat, The Story in Harlem Slang, Spunk (Hurston); \$100 and Nothing, (Cooper)*. Films may include: A&E Biographies of Hemingway and Fitzgerald; *The Talented Mr. Ripley* or *Stranger Than Fiction (with Great Gatsby)*.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer
<p>Common Core <i>English Language Arts: 11</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> • Write arguments to support claims in 	<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: Students will be able to trace and illustrate the paradoxical nature of American identity.</p>

<p>an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>CCSS.ELA-LITERACY.W.11-12.1</i></p> <ul style="list-style-type: none"> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <i>CCSS.ELA-LITERACY.RL.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> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13.) <i>CCSS.ELA-LITERACY.W.11-12.4</i> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <i>CCSS.ELA-LITERACY.W.11-12.5</i> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <i>CCSS.ELA-LITERACY.W.11-12.7</i> Demonstrate knowledge of eighteenth- 	Meaning	
	Understandings	Essential Questions
<p>U1</p> <p>Historical and cultural contexts influence writing and thinking.</p> <p>U2</p> <p>Principles of literary movements are grounded in aesthetics and philosophy that shape author style.</p> <p>U3 (U201) Identifying the genre of a text, and how the purpose, point of view, and organizational structure helps readers analyze and comprehend the text.</p> <p>U4 (U103) Readers support their conclusions (inferences and interpretations) by citing appropriate evidence within the text.</p> <p>U5 (U106) Critical readers (reflect on and) question the text, consider different perspectives, and look for author bias.</p> <p>U6 (U205) Authors and speakers make deliberate language, narrative, structure, and style choices to convey their meaning.</p> <p>U7 (U302) Readers make meaning through close reading of the text(s) and personal connections to the topic.</p> <p>U8 (U703) To be effective, written and spoken text (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.</p> <p>U9 (U804) Effective researchers evaluate the credibility and accuracy of information.</p> <p>U10 (U901) Effective writers adhere to established rules of grammar and mechanics to ensure clarity based on the context and mode of communication.</p>	<p>Q1</p> <p>What events and ideas influenced the Modernism literary movements?</p> <p>Q2</p> <p>To what extent does literature of this time period reflect the nation's growing disillusionment and individual alienation?</p> <p>Q3</p> <p>What diverse voices contribute to the American Identity?</p> <p>Q4</p> <p>To what extent do individuals maintain autonomy in an increasingly impersonal and indifferent world?</p> <p>Q5 (Q206) How do I make and support conclusions/interpretations/inferences/opinions? (K-12)</p> <p>Q6 (Q207) What connections/insights can I gain by comparing two or more texts? (K-12)</p> <p>Q7 (Q603) Why do I think this? (K-1) How do I support my ideas when writing in this particular genre? (2-12)</p> <p>Q8 (Q702) How do I make my writing easy to understand? (K-2) How do I make my writing interesting, engaging, and effective given my audience and purpose? (3-12)</p> <p>Q9 (Q704) How do I develop and revise my writing using appropriate tools and techniques? (3-12)</p>	

<p>nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. <i>CCSS.ELA-LITERACY.RL.11-12.9</i></p> <ul style="list-style-type: none"> • Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>CCSS.ELA-LITERACY.W.11-12.9</i> 	<p>U11 (U902) Authors use deliberate terminology and/or phrasing to communicate specific messages to the audience.</p> <p>U12</p> <p>Effective writing demonstrates critical thinking and the ability to apply knowledge in a variety of contexts.</p>	
Acquisition of Knowledge and Skill		
Knowledge		Skills
		<p>S1</p> <p>Demonstrate an understanding of unit-based vocabulary</p> <p>S2</p> <p>Analyze theme in relation to this particular literary/social/cultural context</p> <p>S3</p> <p>Recognize aesthetic characteristics of and social, historical, and philosophical influences on American literary movements</p> <p>S4</p> <p>Analyze narrative and rhetorical devices</p> <p>S5</p> <p>Analyze texts as representative of Modernism</p> <p>S6</p> <p>Examine how literary characteristics in this period differ from its predecessors</p> <p>S7</p> <p>Identify and analyze key traits and terms</p>

		related to literary movements including: Modernism, Imagism, Existentialism
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