

Understanding by Design: Backwards Unit Planning

Designer Name(s): Daydree Snow

Date: Feb 29 – April 1

Subject Area: American Literature

Grade Level(s): 11

Unit Title/Focus: Romanticism and Dark Romanticism

Estimated Amount of Instructional Time: 5 weeks

Stage 1 – Desired Results

State Content and Common Core Target Standards:

RL.11-12.1 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.

RL.11-12.2 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.

RL.11-12.3 Analyze the impact of the author's choices of story elements (setting, plot progression, character development)

RL.11-12.4 Determine meaning of words and phrases in context, inc. figurative and connotative

RL.11-12.5 Analyze how parts of story structure contribute to overall structure, meaning, and aesthetic impact.

RL.11-12.6 Analyze a point of view, distinguishing what is directly stated from what is actually meant (irony, satire, sarcasm)

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts

W.11-12.2 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.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

W.11-12.6 Use technology to produce, publish, and update individual/shared writing products

W.11-12.9 Draw evidence from texts to support analysis, reflection, and research

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and expressively

SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.4 Determine or clarify the meaning of unknown/multiple meaning words and phrases

L.11-12.5 Demonstrate knowledge of figurative language, word relationships, and nuances in word meanings

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases at the college-readiness level

ELD Standards

1.A.1 Bridging – Contribute to class, group, and partner discussions, sustain conversations, ask/answer relevant questions, affirm others, provide coherent and well articulated comments/additional information

1. A.4 Bridging - Adjust language choices according to the task, purpose, and audience

1. B.6 Bridging - Explain ideas, phenomena, processes, and relationships within/across texts based on close reading. Explain inferences and conclusions drawn from close reading

1.B.8 Bridging – Explain how a writer/speaker's choice of phrasing or words produces nuances and different effects on the audience

1.C.11 Bridging – Justify opinions by making connections and distinctions between ideas and texts, articulate sufficient detailed and relevant textual evidence or background knowledge, appropriate register

2.A.1 Bridging – Apply analysis of the organizational structure of text types to comprehending and writing clear and cohesive texts

<p><i>Enduring Understandings:</i> Students will understand that...</p> <ul style="list-style-type: none"> - Art is expression, expression is individual - Humans have the capacity for great good and great evil - Sound devices are the built-in sound tracks of literature 	<p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> - What makes you feel? - What does _____ [e.g., author, speaker] want you to Think? Understand? Feel? - How does _____ [e.g., structure, sound devices] impact the message or the author's purpose?
<p style="text-align: center;">Big Idea(s)</p> <p style="text-align: center;">Emotion → Expression = Art</p> <p style="text-align: center;">Poems have built-in sound tracks</p> <p style="text-align: center;">The good, the bad, and the ugly of humanity</p>	
<p><i>What students will know:</i></p> <ul style="list-style-type: none"> - Literary terms (Alliteration, Allusion, Anaphora, Archetype, Deus ex Machina, Free verse, Iamb/Iambic, Images, Irony, Meter, Mood, Onomatopoeia, Parable, Pentameter, Personification, Point of view, Refrain, Repetition, Rhyme-end and internal, Scanning a poem, Sonnet-English/Shakespearean vs. Italian/Petrarchan, Stanza, Symbol, Tetrameter, Trochee/Trochaic, Turning Point, Connotation, Metaphor, Simile, Imagery, Ontological Mystery, In medias res, Dramatic tension) - Tenets of Romanticism: <ul style="list-style-type: none"> o Emotions/imagination > logic/reason o Individual potential for perfection o Nature for inspiration, sublimity o Focus on common, rustic, local people o Emotional expression: "spontaneous overflow of powerful feelings recollected in tranquility" o Divine insight through intuition - Tenets of Dark Romanticism: <ul style="list-style-type: none"> o Emotions/imagination > logic/reason o Humans are, by nature, evil o Nature is NOT necessarily benevolent o Nature contains signs/symbols o Interested in the heights and pits of human emotion and expression (e.g., terror, madness) 	<p><i>What students will be able to do:</i></p> <ul style="list-style-type: none"> - Apply scansion techniques to determine a poem's meter and rhythm - Apply close reading strategies to understand and analyze complex texts - Summarize and paraphrase complex poems to demonstrate comprehension - Determine multiple and connotative meanings of words/phrases in context - Identify examples of literary and sound devices and analyze their purpose/impact in a text - Analyze the impact of meter and rhythm on the text's overall structure and meaning - Analyze the impact of various sound devices on the text's overall structure, meaning, and/or aesthetical appeal - Draw conclusions about an author's message or purpose and justify their conclusions using textual evidence - Compare/contrast the treatment of themes relating to the tenets of Romanticism and Dark Romanticism in current and past texts (i.e., nature as a beneficent being, attitude/tone towards death, elements defined as transitory, humans being presented as inherently good or inherently evil, the evolving state of mind of the narrator/speaker, etc.) - Evaluate the comparative effectiveness of how literary devices are used to create dramatic tension/suspense and justify opinions using textual evidence - Compare and contrast a literal interpretation of "The Raven" with students' supposition about what really happened, then synthesizing these two versions to draw conclusions about the impact of First Person Perspective on the text.
<p style="text-align: center;">Stage 2 - Assessment Evidence</p>	
<p><i>Performance Tasks:</i></p> <ul style="list-style-type: none"> - Meter and Tone Analysis Paragraph of "Because I could not stop for Death" (Action Research) - "Eldorado" Reading Comprehension Test - "Who wears it better?" Analysis Paragraph (compare devices of suspense from "The Pit and the Pendulum" to a text [book, story, movie, TV show, etc.] of choice) - "Reality Check" open-ended, free-choice project (Point of View synthesis project for "The Raven") - Romanticism and Dark Romanticism Unit Test 	<p><i>Other Evidence:</i></p> <ul style="list-style-type: none"> - Unit packet questions and activities - Go Formative and Google Classroom activities - Class discussion - Quick writes - Literary Scavenger Hunt - Kahoot Quiz - Unit Re-test

Stage 3 - Learning Plan

Learning Activities:

Week One

Monday: [Finish District Assessment.] Introduce Romanticism. Read "American Romanticism 1800-1860"; answer margin questions to understand historical context.

Tuesday: Romanticism notes: the major tenets of Romanticism. Read "The Tide Rises, the Tide Falls"; practice scanning a poem (stressed/unstressed syllables) to determine meter and rhythm; analysis of meter/rhythm on meaning

Wednesday: Read "The Cross of Snow"; identify characteristics of Petrarchan sonnet; analyze for imagery, rhyme scheme, structure/progression, and theme

Thursday: Read "Thanatopsis", jigsaw groups: paraphrase the text using modern syntax

Friday: Mood map of "Thanatopsis"; analyze for mood, tone, and theme

Week Two

Monday: Read "I Hear America Singing"; analyze structure (anaphora) and purpose

Tuesday: Begin reading "Song of Myself," pausing to do episodic notes

Wednesday: Finish "Song of Myself".

Thursday: Action Research Plan. Students read "Because I could not stop for Death" independently and write a response to the prompt: "Why does Emily Dickinson use a regular/soothing rhythm when talking about something as disturbing as death?"

Friday: Action Research Plan. Vocab Squares, Jigsaw analysis by stanza. Handouts for sentence frames, rubric. Paragraph revisions to be completed for homework—due next Wed.

Week Three

Monday: Read and analyze "I Heard a Fly Buzz – when I Died". Discuss irony

Tuesday: Begin reading "The Raven." Preload vocabulary. Practice scanning to determine meter/rhythm. Discuss imagery and tone.

Wednesday: "Eldorado" (new reading) Reading Comprehension Test

Thursday: Finish reading "The Raven." Analyze the speaker's mental state

Friday: Speaker's mental state discussion. Intro "Reality Check" project

Week Four

Monday: "Reality Check" project work day

Tuesday: "Reality Check" project work day

Wednesday: Read and analyze "Dr. Heidegger's Experiment." Discuss: what makes it a Dark Romantic text?

Thursday: Intro historical context: the Spanish Inquisition. Intro: ontological mystery and in medias res. Begin reading/analyzing "The Pit and the Pendulum."

Friday: Continue reading "The Pit and the Pendulum"; Writing response: compare different devices used to build tension in "The Pit and the Pendulum" to a text of your choice. Determine which text "wears it" (uses the device to build tension) better. Justify your opinion using textual evidence.

Week Five

Monday: Finish reading "The Pit and the Pendulum." Discuss: symbolism and deus ex machina

Tuesday: Final Review: Literary Scavenger Hunt and Kahoot Quiz

Wednesday: Unit Test (multiple choice)

Thursday: Most Missed Review and "Reality Check" project work day

Friday: Retest OR finalize "Reality Check" project/make up work