

Women's Voices, Women's Lives

Stage 1 Desired Results

ESTABLISHED GOALS

(CCSS)

--- *Emphasized standards (as all standards will be addressed in each unit)*

Reading Standards for Literature: 1 & 9.

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.

9. Demonstrate knowledge of eighteenth-, 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.

Reading Standards for Informational Texts: 2 & 9.

2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second

Transfer

Students will be able to independently use their learning to...

Publish a formal response and analysis to gender representation in literature and media. Students will use online resources to publish and revise work.

Meaning

UNDERSTANDINGS

Students will understand ...

- Themes across different genres
- Key historical events in advancement of women's rights
- Elements of film analysis
- Biographical information of authors studied.
- How to use online program to produce, publish and respond to student work.

ESSENTIAL QUESTIONS:

- How have women been represented in literature as creators of their own identities?
- How do the authors' biographical and historical contexts influence my understanding of their literary choices and voices?
- How do the selected texts challenge, validate, or otherwise influence my understanding, interpretation, and critical thinking about this thematic topic?
- What is the value in knowing how texts construct the identity of women as creators of their own identities?

Acquisition

Students will know...

- How to interpret and think critically about the literary choices of authors in poems, short stories, novels, plays and nonfiction; Students will also use skills to interpret paintings.
- Be able to identify and think critically about topic, including media influences on body image and sense of self, exploring and creating one's voice, finding an outlet for creativity
- Know significant aspects of writers' biographies and context and be able to think critically about relationship between authors' lives and their texts

Students will be skilled at...

- Distinguishing between different genres of literature.
- Using web-based software to produce, publish and respond to student work.
- Identifying representation of gender stereotypes in literature and media.
- Connecting biographical and historical context to text significance and themes.
- Interpreting and analyzing paintings for similar themes and images.

<p>Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>Writing Standard 6.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>Speaking and Listening Standard: 2.</p> <p>2. 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.</p>	<p>- Literary terminology: Emphasis on Simile, Personification, Theme, Imagery, Symbol, Connotation and Denotation.</p>	
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Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence			
<p>PERFORMANCE TASKS</p>	<p>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS):</p> <p>Students will use a web-based program, such as Edmodo, Prezi, Google.Docs, etc., to create and publish response to gender representation in literature and media. Students will use texts studied in class to create and publish a written and visual representation of their analysis. Students will then give feedback to other students and modify their own work after receiving feedback.</p>			
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> - Discussion - Quizzes and Tests - Small groups identifying literary evidence in texts. 			
<p>CLAIMS</p>	<p><u>CLAIM 1</u></p>	<p><u>CLAIM 2</u></p>	<p><u>CLAIM 3</u></p>	<p><u>CLAIM 4</u></p>

DEPTH OF KNOWLEDGE LEVELS	<u>DOK 1</u>	<u>DOK2</u>	<u>DOK 3</u>	<u>DOK4</u>
ACHIEVEMENT LEVEL DESCRIPTORS	<u>ALD 1</u>	<u>ALD 2</u>	<u>ALD 3</u>	<u>ALD 4</u>
Stage 3 – Learning Plan				
Summary of Key Learning Events and Instruction	<ul style="list-style-type: none"> - Study will include a variety of textual forms <ul style="list-style-type: none"> o Short story, memoir, poetry o Play, film, paintings o Novel choice with lit circles - Literary terms to highlight, review and assess <ul style="list-style-type: none"> o Simile o Personification o Theme o Symbol o Biography o Imagery o Connotation and Denotation - Assessment <ul style="list-style-type: none"> o Content quizzes o Small writing assignments o Discussion o Presentation - Final assessment: Students will use a web-based program to create and publish response to gender representation in literature and media. 			
Materials/Resources	<p>Textbook (<i>The Language of Literature: American Literature</i>): Emphasis on Unit 5, Part I, pages 740 – 783, but other selections from the textbook are appropriate as well; <i>A Streetcar Named Desire</i> (Play – with film versions); Lit Circle Novel Choices: <i>Herland</i>, <i>Gone With the Wind</i>, <i>Their Eyes are Watching God</i>, <i>The Awakening</i>, <i>Joy Luck Club</i> (Novels); Other short stories and poems as well.</p>			