

# The Spirit of Individualism

## Stage 1 Desired Results

### ESTABLISHED GOALS

(CCSS)

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

Reading Standards for Literature: 2.

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 of the text.

Reading Standards for Informational Texts: 5, 6 & 8.

5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

6. Determine an author's point of view or 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.

8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public

### Transfer

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

Analyze and explain their own moral code. They will also be able to compare these ideas to a historical perspective on individualism and society.

### Meaning

#### UNDERSTANDINGS

**Students will understand ...**

- Themes across different genres
- Key historical and philosophical terms: Romanticism, Transcendentalism, and Civil Disobedience.
- Value systems and how individual morality relates to society
- Consequence of choices that individuals make, including symbolic choices
- Biographies of key American writers and philosophers

#### ESSENTIAL QUESTIONS:

- What is the nature of humankind?
- Who determines right and wrong for the individual?
- What is the individual's obligation to society?
- At what point is it necessary to break the law?
- Where is the individual closest to the divine?
- How much of one's values must one compromise to live in society?

### Acquisition

**Students will know...**

- How to demonstrate understanding of complex ideas by connecting them to current events
- Know significant aspects of writers' biographies and context and be able to think critically about relationship between authors' lives and their texts
- Literary terminology: Elements of Poetic Form, Personification,

**Students will be skilled at...**

- Identify symbols and structure by analyzing and using textual evidence.
- Connect themes and issues to contemporary, real world situations in a variety of ways
- Demonstrate understanding of the character's point of view and why they made the choices they did.

<p>advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p><b>Writing Standard 2.</b></p> <p>2. Write informative and explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>Speaking and Listening Standard: 1 and 4.</b></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>Theme, Imagery, Symbol, and Aphorism.</p>	<ul style="list-style-type: none"> <li>- Play the role of one of the characters and defend his or her choices, actions, and resulting events in the novel.</li> </ul>
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**Stage 2 – Evidence**

Evaluative Criteria	Assessment Evidence
<p><b>PERFORMANCE TASKS</b></p>	<p><b>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS):</b></p> <p>Students will write an informative and explanatory declaration of their rules for living. Students must use examples and quoted material from the course readings to help explain and defend their rules. Students will present one of their rules to the class and lead the class in discussion on this rule.</p>

	<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>- Discussion</li> <li>- Quizzes and Tests</li> <li>- Small groups identifying literary evidence in texts.</li> <li>- Other Possible Assignments: Listing student's rules for life; Creating own philosophies; Collages on "What I believe"; Designing Children's Books on Transcendentalist ideas.</li> </ul>
CLAIMS	<p><b><u>CLAIM 1</u></b>      <b><u>CLAIM 2</u></b>      <b><u>CLAIM 3</u></b>      <b><u>CLAIM 4</u></b></p>
DEPTH OF KNOWLEDGE LEVELS	<p><b><u>DOK 1</u></b>                      <b><u>DOK2</u></b>                      <b><u>DOK 3</u></b>                      <b><u>DOK4</u></b></p>
ACHIEVEMENT LEVEL DESCRIPTORS	<p><b><u>ALD 1</u></b>                      <b><u>ALD 2</u></b>                      <b><u>ALD 3</u></b>                      <b><u>ALD 4</u></b></p>
<b>Stage 3 – Learning Plan</b>	
<b>Summary of Key Learning Events and Instruction</b>	<ul style="list-style-type: none"> <li>- Study will include a variety of textual forms <ul style="list-style-type: none"> <li>o Short story, non-fiction book (3), poetry</li> <li>o Essay, Film</li> </ul> </li> <li>- Literary terms to highlight, review and assess <ul style="list-style-type: none"> <li>o Poetic form (various terms)</li> <li>o Personification</li> <li>o Theme</li> <li>o Symbol</li> <li>o Imagery</li> <li>o Aphorism</li> </ul> </li> <li>- Assessment <ul style="list-style-type: none"> <li>o Content quizzes</li> <li>o Small writing assignments</li> <li>o Discussion</li> <li>o Presentation</li> </ul> </li> <li>- Final assessment: Students will use a web-based program to create and publish response to gender representation in literature and media.</li> </ul>
<b>Materials/Resources</b>	<p><b>Textbook (<i>The Language of Literature: American Literature</i>): Emphasis on Unit 3 Part 1, pages 338 - 445, and Unit 6 Part II, pages 992 – 1065, but other selections from the textbook are appropriate as well; <i>A River Runs Through It</i> (Non-fiction book – with film version); <i>Into the Wild</i> (non-fiction book and film version); <i>Desert Solitaire</i>, Other short stories, articles, essays and poems as well.</b></p>