

Designer Name(s): CGPercy

Date: 6/04/2014

Subject Area: ELA

Grade Level(s):11

Unit Title/Focus: Devices: American Families in Literature

Estimated Amount of Instructional Time: 20 days

Stage 1 – (Desired Results)

*State Content and Skill Standards:*

CCSS.ELA-LITERACY.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 of the text.

CCSS.ELA-LITERACY.RL.11-12.3

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).

CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-LITERACY.RL.11-12.9

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.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-LITERACY.SL.11-12.5

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.

*Enduring Understandings: (what are the big ideas, what are the specific understandings desired)*

Students will understand that:

- Literature offers alternative views of the American family unit.
- Stories are written from specific points of view within a narrator's frame of reference.
- Literature can provide an overview of historical experience.
- Close reading of literature can offer alternative interpretations depending on the personal experience of the reader.
- Literature is a useful instrument for capturing the alternative views of history.

*Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)*

- What are the essential components of the literature of the Americas?
- How do writers create authentic narrators?
- When does literature affect and foster change in society?
- How does understanding an author's personal life affect your reading of their work?
- When does literature offer meaningful and alternative versions of events in American society?

**Big Idea(s)**

Literature exposes many truths and fictions about the lives of people across the Americas.

*What Students will know: (what knowledge will they acquire)*

- The process and craft of analyzing literature.
- How to identify and research specific literary and historical events.
- What a subjective interpretation is and how to support it using textual evidence.

*What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)*

- Expand their knowledge of American literature.
- Identify and develop alternative interpretations of the American experience.
- Evaluate and analyze narrators' perspectives and frames of reference.

<b>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</b>	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <p>Presentation of a visual overview of narrators from multiple genres that support either similar or disparate points of view. Biographical interviews of individuals that offer authentic American family stories.</p>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Identifying a group of similar narrators. Collecting samples of characters that illustrate opposite points of view in an historical context. Quizzes on vocabulary and terminology.</p>

**Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:**

<p><i>Learning Activities:</i></p> <p>Where: Consider and evaluate alternatives in American family units as presented through literature Hook: Students choose an author or geographical area or time period of interest Equip: Develop additional vocabulary and practice using analytical skills Rethink/Revise: Consider possible historical alternatives that replace or reverse original story lines Evaluate: Using visual presentations to develop connections and disconnections between the different version of events Tailor literature samples to match student interests Create presentations using electronic devices and systems</p>
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W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

<b>Assessment Tasks that Provide Evidence for Claims including DOK</b>	<input type="checkbox"/> <b>Claim #1/DOK 4</b>
	<input type="checkbox"/> <b>Claim #2/DOK 3</b>
	<input type="checkbox"/> <b>Claim #3/DOK 4</b>
	<input type="checkbox"/> <b>Claim #4/DOK 4</b>
<b>Achievement Level Descriptors</b>	<b>ALD #1:    ALD #2:    <u>ALD #3:</u>    ALD #4:    (circle one):</b>
<b>Materials/ Resources</b>	