Designer Name(s): CGPercy   **Date:** 6/04/2014

Subject Area: ELA   **Grade Level(s):**11

Unit Title/Focus: Nuts & Bolts: The Invisible American Authors

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)	Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)
Students will understand that: • Certain groups are under-represented in the American Literature Canon. • Stories are written from specific points of view were discouraged or repressed at times in American history. • Literature can provide an alternative view of historical or social 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 American society and its history.	• How is literature is molded by the society that reads it? • What distinguishes writers from narrators? • How does literature spans economic and social borders? • How does a writer's work expose her or his prejudices and beliefs? • In what ways can your choices of literature provide alternative points of view?

Big Idea(s)

Literature is influenced and developed through the development of society's beliefs and practices.

What Students will know: (what knowledge will they acquire)	What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)
- The process and craft of analyzing literature. - How to identify and research specific literary and social events. - What a subjective interpretation is and how to support it using textual evidence.	- Expand their knowledge of American literature. - Identify the invisible American experience and its authors. - Evaluate and analyze narrators' perspectives and frames of reference.

Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)	
Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?) Biographical reviews of individuals that offer examples of alternative stories in American literature. Presentation of a visual overview of narrators from multiple genres that support an unpopular voice in American society.	*Other Evidence: (quizzes, tasks, academic prompts, homework, observations)* Identifying a group of alternative narrators. Collecting samples of characters that illustrate alternative voices in American literature. Quizzes on vocabulary and terminology.

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

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

Assessment Tasks that Provide Evidence for Claims including DOK	☐ **Claim #1/DOK 3**
	☐ **Claim #2/DOK 4**
	☐ **Claim #3/DOK 3**
	☐ **Claim #4/DOK 3**
Achievement Level Descriptors	**ALD #1:** **ALD #2:** **ALD #3:** **ALD #4:** **(circle one):**
Materials/Resources	