

Designer Name(s): CGPercy

Date: 6/04/2014

Subject Area: ELA

Grade Level(s):11

Unit Title/Focus: Research: The American Environment in Literature

Estimated Amount of Instructional Time: 10 days

Stage 1 – (Desired Results)

*State Content and Skill Standards:*

CCSS.ELA-LITERACY.RI.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.

CCSS.ELA-LITERACY.RI.11-12.2

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.

CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-LITERACY.RI.11-12.5

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.

CCSS.ELA-LITERACY.RI.11-12.6

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.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

Students will understand that:

- Environmental changes find expression within literary forms.
- Conflict between mankind and the environment results in mankind's adaptation to the environment.
- The adolescent experience is a universal process.

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

- Does man adapt to the environment or does the environment adapt to man?
- How are the events in teenagers lives reflected in the cycles of the environment around them?
- Do American teenagers have the same adolescent experience as other cultures?
- How necessary is conformity to survival?

**Big Idea(s)**

Literature is influenced and developed through the influence of the environment on mankind's exploration and development of the American continent.

<p><b>What Students will know:</b> <i>(what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> <li>- The process and craft of analyzing literature.</li> <li>- How to identify and research specific environmental events.</li> <li>- What a subjective interpretation is and how to support it using textual evidence.</li> </ul>	<p><b>What Students will be able to do:</b> <i>(what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> <li>- Expand their knowledge of American environmental literature.</li> <li>- Identify the role of nature in literary texts.</li> <li>- Evaluate and analyze specific environmental impacts on American literature.</li> </ul>
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**Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)**

<p><b>Performance Tasks:</b> <i>(what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <p>Biographical interviews of individuals that offer authentic environmental American works.  Presentation of a visual overview of narrators from multiple genres that support an environmental voice in American society.</p>	<p><b>Other Evidence:</b> <i>(quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Identifying the authorial voices of environmental literature.  Collecting samples that illustrate environmental perspectives in American literature.  Quizzes on vocabulary and terminology.</p>
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**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><b>Learning Activities:</b></p> <p>Where: Consider and evaluate alternatives in the physical American environment 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 perspectives that replace or reverse popular opinions about nature  Evaluate: Using visual presentations to develop connections and disconnections between the different perspectives  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:</b> <b>ALD #2:</b> <b>ALD #3:</b> <b>ALD #4:</b> (circle one):