

English Language Arts Supplemental -Unit Plan 3

UNIT: 3

TIME FRAME: January to April

TEACHER: Rosenberg / Murphy

Unit Summary and Rationale: (Outlines the components of the unit and the reasoning for their inclusion):

Unit Summary:

Students will study diaries, journals, speeches and fiction of American Civil War. They will compare the works covered with Civil Rights era letter and poetry. Works covered will be taken from Prentice Hall Literature: The American Experience including but not limited to:

An Occurrence at Owl Creek Bridge: Ambrose Bierce Gettysburg

Address: Abraham Lincoln

From Mary Chestnut's Civil War

Recollections of a Private: Goss

A Confederate Account of the Battle of Gettysburg: McKim From

Black Boy: Wright

Go Down Moses: Traditional

Swing Low...: Traditional

An Account of an Experience with Discrimination: Truth I

Have a Dream: MLK

Letter From Birmingham City Jail: MLK

My Bondage My Freedom: Fredrick Douglass

Context/SAT Vocabulary

Unit Standards: Teachers should list the standards to be addressed within the unit.

Essential (Thematic) Questions:

1. What is the relationship between place and literature?
2. What makes American Literature American?
3. How does literature shape or reflect society?

Primary Focus Standards: Reading

RL.11-12.1-7

RI.11-12.1-9

RL.11-12.9

Primary Focus Standards:

SL. 11-12 A,B,C,D

SL. 11-12 2-4

SL. 11-12.6

Primary Focus Standards: Writing

W.11-12.2 A-E

Primary Focus Standards: Language

L. 11-12.1.A

W. 11-12.3.6
W. 11-12.9A
W. 11-12.10

L. 11-12.2. A, B
L. 11-12.3 A
L. 11-12.4 A,B,C,D
L. 11-12.5 A,B

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit. (Content) – Should be separated by Reading Tasks, Writing Tasks, Discussion Tasks, and Language/Vocabulary Tasks.

Activities and Assessments for the literary exemplars covering the following:

Literary Analysis and Reading

Strategy Skills:

LA: Omniscient Point of View, Limited Third-Person Point of View, Stream of Consciousness, Diaries, Journals, Refrain, Biblical Allusions, Allegory, Rhetorical Devices, Parallelism, and Antithesis.

RS: Analyzing the Story’s Pattern of Organization, Listening, Analyzing the Author’s Implicit and Explicit Philosophical Assumptions, Identifying Two or More Main Ideas and Supporting Details.

Analysis Essay: Using various texts covered during the course the year, Students will compose a 600-750 word essay analyzing common themes found In American literature.

Presentation Using our study of the various interpretations of the “American Dream, students will give a 7-10 minute “Ted-X” style talk on their Interpretation of The American Dream.

Skills: These are what the students need to be able to do in relation to the tasks. These skills are translated statements from the standards and represent measurable verbs, instructional targets, and descriptors for the sake of consistency across teachers in the same content area and grade level.

At the completion of this unit, students will know the following Literary Analysis Skills:

Omniscient Point of View, Limited Third-Person Point of View, Stream of Consciousness, Diaries, Journal, Autobiography, Refrain, Biblical Allusions, Allegory, Rhetorical Devices: Parallelism and Antithesis, Organizational Structure/Support, Lists

At the completion of this unit student will be able to work with the following Reading Strategy Skills:

Analyzing the Story’s Pattern of Organization, Listening, Analyzing the Author’s Implicit and Explicit Philosophical Assumptions, and Identifying Two or More Main Ideas, Purpose for Reading: Historical Influences and Supporting details.

Key Terms / Vocabulary:

Literary Analysis
Reading Strategy
Reading Comprehension
Grammar
Syntax

Assessments: List types of assessments that will be used throughout the course of the unit.
If you do not have assessments for this unit, they should be created before moving on to the lesson design (Label Assessments as Diagnostic, Formative, or Summative)

*** See Learning Tasks as all Assessments for the unit are found there.

Learning Activities: Any agreed upon activities/lesson plans can be listed here.

1. Weekly Vocabulary Activities and Assessment for each lesson.
2. Literary Analysis and Reading Strategy Activities related to each literature exemplar.
3. Class Discussion, class projects, and extended writing activities.

Resources / Text Selections: (generated by both teacher and student?) Teachers will list the titles/genres for study:

1. Prentice Hall Literature: The American Experience.
2. Google Classroom
3. Fahrenheit 451

Additional Notes:

Common Prep Periods and PLC's will be utilized for further planning and discussion.