**Unit Plan Overview**

*English III- American Romanticism*

1. **Timeline**

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| **Introduction to American Romanticism Unit- Review of The Scarlett Letter by Nathaniel Hawthorne (as it will be used at beginning of unit).** | Romantic Literature Classic: The Scarlett Letter  **Choice Lesson**  Cause/Effect Model  - Using cause and effect in examining Nathaniel Hawthorne’s The Scarlett Letter | Romantic Literature Classic: The Scarlett Letter  **Direct Instruction Lesson** (Day 1)  - Analyzing the author’s point of view and character traits in The Scarlett Letter | Romantic Literature Classic: The Scarlett Letter  **Direct Instruction Lesson** (Day 2)  - Exploring the meaning of ambiguity and how it is used in The Scarlett Letter | The Fireside Poets  **Concept Lesson**  Content Attainment (Day 1)  -Ambiguity and figurative language in poetry, *Snowbound* by Whittier |

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| The Fireside Poets  **Concept Lesson** Content Attainment (Day 2)  -Rhyme scheme and poetic literary elements in Holmes’ *The Chambered Nautilus* | American Gothic  **Multimedia/ Smart**  **Board Lesson**  -Symbolism in Edgar Allen Poe’s *The Raven* | American Gothic  *Task Analysis*  - Literary elements, language, and imagery in *The Fall of the House of Usher* by Edgar Allen Poe | The Transcendentalists  **Cooperative Learning Lesson:**  Graffiti Model  - Alternative perspectives to *Walden* by Henry David Thoreau, “Ask Jimmy” Graffiti activity | The Transcendentalists  *Prezi Presentation*  -Author’s point of view and defining “Self-Reliance” in Ralph Waldo Emerson’s *Self Reliance* |

1. **Unit Standards, Unit Goals, Unit Objectives, and Unit Assessments**

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| Standards: North Carolina English Language Arts Common Core Grades 11-12 | |
| *Reading Literature Standards* (RL): 1, 3, 4, 5, 6, 9, 10  *Reading Informational Text Standards (RI)*: 2, 3, 6, 9  *Speaking and Listening Standards (SL)*: 1a, 1d, 3, 4  *Language Standards (L)*: 3, 3a, 4  *Writing Standards (W)*: 2 | |
| Standards: North Carolina Information and Technology Essential Standards Grades 9-12 | |
| *Sources of Information (SI*): 1.2, 1.3  *Technology as a Tool (TT)*: 1.2, 1.3  *Research Process (RP):* No research/internet based project incorporated into this particular unit.  *Safety and Ethical Issues (SE)*: No research or online sources incorporated into this particular unit. | |
| Unit Goals (1-3) | |
| 1. Students will know how forms of language devices, such as    1. Similes and metaphors    2. Imagery    3. Allusion    4. Symbolism    5. Ambiguity   ,and how forms of literary elements, such as   1. Tone 2. Mood 3. Theme 4. Structure   ,contribute to and/or affect the various types of literature that make up the American Romanticism Era.     1. Students will know the significance of the literary contributions made by the authors of the American Romantic Era and understand how literature can be used to voice beliefs and ideas. | |
| Unit Objectives (3-8) | Unit Assessments |
| 1. After reading Nathaniel Hawthorne’s novel The Scarlet Letter, students will explore how literary elements, such as character traits and theme, can affect the plot of a story by identifying 4 specific character traits per each individual character and will connect at least one event from the plot to each character. Students will explore theme’s impact on the plot by identifying 1-2 changes that occur in each character as a result of “sin” in the plot of the novel. 2. Upon completing the readings of the novel The Scarlett Letter by Nathaniel Hawthorne and the poem *Snowbound* by John Greenleaf Whittier, students will understand the meaning and purpose of ambiguity as well as how it is used in various forms of Romantic Literature by identifying a minimum of 5 ambiguous words or phrases in The Scarlett Letter accompanied by explanations of the meaning when used in context versus the meaning used out of context. Students will then explore ambiguity in poetry by identifying the mood in the poem *Snowbound* followed by 8 examples of ambiguous words or phrases in the poem and will then connect how 3 of the 8 examples support the mood of the poem. 3. After having read *The Chambered Nautilus* by Oliver Wendell Holmes students will build an understanding of meter and rhyme scheme and how each is used in poetry by completing an auditory exercise, in pairs, in which students will clap out and identify each type of meter and which meter is used in *The Chambered Nautilus*. Students will then understand how meter works in conjunction with rhyme scheme and how they affect the poem and the mood the author creates. 4. Students will understand how literary devices such as symbolism, imagery, and allusion can be used to create visual images as well as build on the mood and tone within a text as they analyze how Edgar Allen Poe uses these elements in Gothic Romanticism. After reading *The Raven*, students will build an understanding of the meaning of symbolism by pulling specific examples of symbolism from the poem followed by creating their own symbol that symbolizes something about themselves. Students will then explore how Poe uses imagery and allusion to create the mood and tone during the in-class reading of *The Fall of the House of Usher* by using the language in the text to draw a visual of the Usher’s home, accompanied by a list of the descriptive words or phrases from story that they used to illustrate the image. 5. Students will be able to examine Romantic Literature using multiple perspectives and will understand how author’s point of view can be used to analyze literature. After reading *Walden* by Henry David Thoreau, students will explore alternative perspectives of the text through a Graffiti Model activity in which they will be divided into groups and will answer five questions, posed by peers and other students, on the text as well as on the ideas Thoreau presents. Upon completing the reading of *Self-Reliance* by Ralph Waldo Emerson, students will examine how Emerson’s point of view impacts the essay as they interact in the Prezi presentation on Emerson’s essay and turn in their notes from the presentation as well as an individual definition of what it means to be “self reliant” in order to prove their understanding of the ideas and points of view Emerson shared in his essay. | 1. Objective 1 Assessments    1. Students will be given a chart of each significant character in the novel and will individually fill in a minimum of 4 character traits for each character. Students will then complete the chart by making a connection between an event or significant detail in the plot and the character traits of each character to show how character traits affect the plot of The Scarlet Letter. A class discussion will be conducted following the assignment for students to share their observations and analysis of the characters in the novel.    2. Students will be given a cause/effect graphic organizer to show how the theme of “sin” in The Scarlett Letter has an effect on the characters. Students will use the character traits from Assessment 1a. as characters’ traits prior to the effect of sin followed by using the cause/effect chart to show how specific examples of sin from the text (the cause) bring change in the characters (the effect) as well as identifying the change made and whether or not it is a positive or negative effect. 2. Objective 2 Assessments    1. Prior to exploring the literature in this lesson, in small groups, students will build their understanding of the meaning of ambiguity. Students will be given fifteen phrases that are considered “ambiguous” and will determine the “most likely” meaning of each phrase in order to create an initial understanding of ambiguity before connecting it with the literature.    2. Students will identify a minimum of 5 ambiguous words or phrases in The Scarlett Letter, accompanied by explanations of the meaning when used in context versus the meaning used out of context.    3. Upon completing the reading of *Snowbound,* students will be assessed on their ability to connect ambiguity with the mood and tone. They will identify the mood in the poem *Snowbound* followed by 8 examples of ambiguous words or phrases in the poem and will then connect how 3 of the 8 examples support the mood of the poem to show how mood and tone can be used to draw inferences and create understanding when reading poetry. 3. Objective 3 Assessments    1. After reading *The Chambered Nautilus*, students will first show their understanding of meter by participating in an auditory activity where they will model the two common poetic meters (iambic pentameter and trochaic trimeter) by pairing up and clapping out the rhythm of each meter while their partner identifies which type of meter it is. Once students properly identify the two types of meters, they will individually list which meter is used in the poem, how the rhyme scheme works with the meter used, and the effect these poetic strategies have on the interpretation of the mood created in the poem. 4. Objective 4 Assessments    1. After reading *The Raven*, students will individually identify their interpretation of how the raven is a symbol in the poem as well as sharing the affect Poe’s choice of a raven has on the mood and tone of the poem. Students will explain this in a minimum of 6 sentences.    2. To continue to build students’ understanding of symbolism, students will draw an illustration of an image or symbol that symbolizes who they are or something about them. This assessment will continue to show students how authors can use symbols to convey meaning within text.    3. During the in-class reading of *The Fall of the House of Usher*, the students will examine the visual effects created by the author’s use of figurative language and connotative meanings. After reading the first two pages of the text, once Poe has described the house of the Usher, the students will use the language in the text to draw a visual of the Usher’s home, accompanied by a list of the descriptive words or phrases from story that they used to illustrate the image. 5. Objective 5 Assessments    1. After reading *Walden* by Henry David Thoreau, students will explore alternative perspectives of the text through a Graffiti Model activity in which they will be divided into groups of 4-5 students and discuss the assigned questions from the “Ask Jimmy” website, each of which will be posted on poster boards around the room. Each group will provide their own answer to each question and will rotate throughout the classroom to examine each question until each group has answered all of the 5 questions. Each group will choose one question (different question per group) and comment back to the student who initially asked their question on the “Ask Jimmy” website.    2. Students will convey their understanding of the meaning of what it means to be “self reliant” as well as their knowledge of the beliefs Emerson depicts in his essay “Self-Reliance” by writing down a minimum of 5 key points as they take notes throughout the Prezi presentation. After the presentation, students will define what it means to be “self reliant” in their own words. |

* 1. **Pre and Post Assessments with Gradebook**

*Below are document links to the Unit Pre Test, Final Project, Answer Keys/Rubric, and the Gradebook.*

[Unit Pretest](SEC%20Unit%20Pretest.docx)

[Unit Final Project](SEC%20Unit%20Post%20Test%20.doc)

[Pretest Answer Key](SEC%20Unit%20Introduction%20Pretest%20Answer%20Key.docx)

[Final Project Rubric](SEC%20300%20Unit%20Plan-Post%20Test%20Rubric.docx)

[Unit Gradebook](Kara%20Gradebook.xlsx)

* 1. **Differentiation**

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| **Model Lesson Plan** | **Type of Differentiated Instruction with short description. (Only need 4)** |
| Direct Instruction | Compacting: For those who are already familiar with and understand the meaning of ambiguity, they will pull 8 examples from the text while others work on the identifying ambiguity activity and are asked to pull only five from the text. |
| Concept Development or Attainment | Independent Study: For those who are behind on the assigned reading or are struggling with understanding the text, the teacher will work with the students and guide a review and independent study of the text while other students work in pairs to identify the mood and tone of the poem. |
| Inquiry |  |
| Cooperative Learning | Flexible Grouping: Groups for the “Graffiti Model” activity will be assigned strategically based on the educational level of the students so that each group is equally qualified to complete the activity while still providing students with a group of peers who will learn from each other. |
| Choice (model of your choice) | Tiered Assignments and Products: For students who struggle with identifying with sin as the theme in The Scarlett Letter, they will be given the option to connect a theme they found in the book using events and the characters in the novel for support. |

Differentiation for Lee:

* Choice Lesson: I actually believe that Lee would do well during this lesson because of her strengths in pulling factual information from text. In the choice lesson students are asked to examine the character traits in the novel The Scarlett Letter, I do not believe that differentiation for Lee would be needed in this particular lesson.
* Direct Instruction: While Lee would continue to do well in relating character traits to the plot and pulling specific examples from the text during the direct instruction lesson, I think that the lesson on ambiguity will be a struggle for her considering that thinking outside of context and creating her own interpretations and ideas is a weak area for her. Considering that the introduction to ambiguity is small group activity, I would have Lee assigned to a group with one or two students who have strengths where her weaknesses lie and weaknesses where her strengths lie. That way, when students are asked to explain what the word means within the text Lee will be able to act as a leader for those who struggle with the more factual side of literature and when the students are asked to come up with a meaning of the word or phrase outside the context of the text, the other students she is paired with will be able to use their strengths of thinking outside of the text. This will allow everyone in the group a chance to learn from each other as well as providing Lee the opportunity to show her strengths while building her weaknesses.
* Concept Lesson: As we continue to study ambiguity within poetry, I can see this being even more difficult for Lee simply because poetry tends to require readers to use their imagination and look for deeper meaning. As a form of differentiation in this lesson, rather than having Lee choose 8 words or phrases in the poem that can be considered ambiguous, I will have her choose 8 words from the poem that she does not know the meaning to and look up the definition of each of those words. I will then have her explain whether or not the definition of each word would make sense with the line it is used in, in the poem. Lee will still be able to achieve the same overall objective that I want the other students to achieve in this activity: to understand how the meaning of words outside the context of a poem can help us understand the message of the words when used in the context of a poem.
* SmartBoard Lesson: Differentiation for Lee would be necessary in this lesson during the activity in which students are asked to draw a symbol describing themselves. Rather than changing the assignment for Lee or partnering her with another student, I would simply lead her in coming up with ideas for a symbol for her by giving her various ways to think of herself for instance: What is your favorite thing to do? What is a compliment you have heard someone say about you or your personality? What is your favorite time of the year? –All of these questions will help guide her in creating a symbol that describes something about herself.
* Cooperative Learning Lesson: During the “Ask Jimmy” activity the students will be working in groups, answering questions posed by other students about the reading of Walden. This lesson actually provides differentiation within itself by incorporating a number of different kinds of questions from other students and allowing the students to work in groups to answer each question, giving the opportunity for multiple perspectives to be heard.