

# WAUCONDA SCHOOL DISTRICT 118

## UNIT PLANNING ORGANIZER

**Subject:** Honors English III

**Unit:** *One Flew Over the Cuckoo's Nest*

**Pacing:** 7-8 weeks

### STAGE 1 – DESIRED RESULTS

#### **Essential Questions:**

1. How are power and motive related?
2. What effect does point of view have on the ways in which situations are handled?
3. Why/how are some societal behaviors, roles, and interactions perpetuated?
4. How much of a role does conformity have in an individual being a productive member of society?

#### **Big Ideas:**

1. One's race, gender, or social status may influence the desire for power and what he/she does with it.
2. An individual's mental state and experiences can create multiple "realities" within a group.
3. Comfort and fear tend to keep people from breaking away from "the norm".

#### **CCSS (Priority Standards):**

1. RL.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.
2. 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).
3. RL.11-12.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
4. RL.11-12.6 - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
5. W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
6. W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
7. W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
8. SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

## STAGE 2 – EVIDENCE

Concepts (What students need to know)	Performance Tasks (What students will be able to do)	21st Century Skills
<ul style="list-style-type: none"> <li>• Indirect and direct characterization</li> <li>• Theme</li> <li>• Motif</li> <li>• Point of view/Reliable narrator</li> <li>• Symbolism</li> <li>• Conflict               <ul style="list-style-type: none"> <li>○ Man vs. man</li> <li>○ Man vs. self</li> <li>○ Man vs. nature</li> <li>○ Man vs. society</li> </ul> </li> <li>• Tragic hero</li> </ul>	<ul style="list-style-type: none"> <li>- Determine narrator's reliability</li> <li>- Track developing motifs</li> <li>- Analyze verbally and in writing how characters acquire and utilize power differently</li> <li>- Understand that most people are neither all good nor all bad</li> <li>- Analyze verbally and in writing the author's creative choices</li> </ul>	

### Common Formative/Summative Assessments:

- Formative: written chapter responses, Socratic seminars, motif tracking, journaling, narrative writing, poetry writing, characterization chart, conformity game, creating chapter titles, annotating, movie trailer
- Summative: Modern dissenting voice presentation, in-class essay with AP prompts

### Interim Assessments (Informal Progress Monitoring checks):

- Annotation checks, chapter responses, discussions

## STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

### *Suggested Resources/Materials/Informational Texts*

- *One Flew Over the Cuckoo's Nest* film
- Articles on treatment of mentally ill patients, Native Americans, women
- Poems representing distorted reality

## Suggested Research-based Effective Instructional Strategies

**Identifying Similarities and Differences** - The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows.

**Summarizing and Note Taking** - These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.

**Cues, Questions, and Advance Organizers Cues** - Questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience

**Cooperative Learning** - Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.

**Reinforcing Effort and Providing Recognition** - Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

Taken from: *Marzano's Nine Instructional Strategies for Effective Teaching and Learning*

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications
<b>Essential Vocabulary:</b> <ol style="list-style-type: none"><li>1. Matriarchy</li><li>2. Perspective</li><li>3. Influence</li><li>4. Motive</li><li>5. Distortion (reliable narrator)</li></ol> <b>Worth-Knowing Vocabulary:</b> <ol style="list-style-type: none"><li>1. Combine</li><li>2. Electric shock therapy</li><li>3. Lobotomy</li></ol>	- movie trailer