

WAUCONDA SCHOOL DISTRICT 118

UNIT PLANNING ORGANIZER

Subject: Honors English III

Unit: -isms (Romanticism, Realism)

Pacing: 3 weeks

STAGE 1 – DESIRED RESULTS

Essential Questions:

1. How is each of the following defined: Romanticism, Realism? How do these differ from each other?
2. How do the ideas of pushing or exceeding the limits of life and death influence the literature of today?
3. How do social constructs and societal attitudes support or oppose the achievement of one's goals?

Big Ideas:

1. The dissatisfaction of one movement fuels development of another.
2. Individuality and nonconformity through literature continue to shape the evolution of America.
3. American writers continue to borrow from European (especially British) and classical influences and begin to explore and expand into uniquely American ideas and language.

CCSS (Priority Standards):

1. 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.) (RL.11-12.7)
2. Students will 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. (RL 11-12.9)
3. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (RI.11-12.9)
4. W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
5. W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
6. L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
7. L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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"> ● Literature terms <ul style="list-style-type: none"> ○ colonialism ○ rationalism ○ romanticism ○ transcendentalism ○ realism ○ rhetoric ● Reading <ul style="list-style-type: none"> ○ nonconformist ○ self-reliance 	<ul style="list-style-type: none"> - Connect to current events <ul style="list-style-type: none"> ● Civil disobedience ● Simplicity ● Reliance on technology ● perception - Determine and defend personal ISM philosophy - Writing skills <ul style="list-style-type: none"> ● Arguing a piece's placement within an era - Reading: <ul style="list-style-type: none"> ● Articulate emotional intent of author and own response ● Evaluating author's craft 	

Common Formative/Summative Assessments:

- Formative: speech/poetry analysis, rhetorical analysis
- Summative: *Big Fish* paragraph, Commercial-ism assignment (students romanticize an local landmark and create a “commercial” for it)

Interim Assessments (Informal Progress Monitoring checks):

- Discussions, peer editing, rhetorical assignments

STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

Suggested Resources/Materials/Informational Texts

Supporting Fiction/Poetry	Supporting Nonfiction
<ol style="list-style-type: none"> 1. “The Devil and Tom Walker” 2. “An Occurrence at Owl Creek Bridge” 3. “Minister’s Black Veil” 4. Poe short stories/poetry 5. “The Lightning is a Yellow Fork” (Dickinson) 6. “Cavalry Crossing a Ford” (Whitman) 7. “Frederick Douglass” (Hayden) 8. “I Hear America Singing” 9. “When I Heard the Learn’d Astronomer” 10. “Beat! Beat! Drums!” 11. “If you were coming in the Fall” 12. “My life closed twice before its close” 13. “Success is counted sweetest” 14. “This is my letter to the World” 15. “Douglass” (Dunbar) 16. “We Wear the Mask” 17. “Richard Cory” 18. “Miniver Cheevy” 19. “The Raven” 20. “Thanatopsis” 21. <i>Big Fish</i> 	<ol style="list-style-type: none"> 22. from <i>Nature</i> 23. from <i>Self-Reliance</i> 24. from <i>Walden</i> 25. from <i>Civil Disobedience</i> 26. <i>Patrick Henry’s Speech to the second</i> 27. from <i>My Bondage and My Freedom</i> 28. <i>King James’s speech</i> 29. <i>Thomas Paine’s</i> 30. “And Ain’t I a Woman?” (Truth) 31. “The Gettysburg Address” 32. Current nonfiction articles that address racism, nonconformity

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
<p>Essential Vocabulary:</p> <ol style="list-style-type: none">1. rationalism2. transcendentalism3. romanticism4. regionalism5. realism6. parallelism7. colonialism8. ethos9. pathos10. logos <p>Worth-Knowing Vocabulary:</p> <ol style="list-style-type: none">1. rhetorical questions2. ambiguity3. verbal irony	<ul style="list-style-type: none">- audio- CDs and internet access- character webs