

American Literature: Unit 3:

The American Dream and Disillusionment

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to synthesize from multiple interpretations and perspectives in order to analyze its overall structure and meaning. - Students will demonstrate the ability to defend an opinion using the most relevant evidence in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases in order to persuade others. - Students will demonstrate the ability to communicate information, ensuring that the most significant and relevant facts build upon one another, in order to share new knowledge. - Students will demonstrate the ability to narrate a story by building a particular tone and outcome in order to develop real or imagined experiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - 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. - RL.11-12.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text. - 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). - RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) - 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	Transfer	
	<i>Students will be able to independently use their learning to understand that the American Experience is a concept that varies from person to person.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - effective readers use a variety of strategies to make sense of key ideas and details presented in a text. - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	ESSENTIAL QUESTIONS - How do different groups of people view the American Dream and to what extent is the dream achievable by all? - How does perception shape reality? What are the implications of disillusionment? - Has the American Experience changed over time? If so, how?
Acquisition		
	<i>Students will know...</i> - that the American Dream is an idealized image of the American Experience. - that the American Experience and American Dream are influenced by factors such as one's race, ethnicity, location, religion, and economic class. - that the pace at which one can achieve the American Dream varies from person to person. - that perspective is shaped by experiences and intellect and therefore differs from person to person.	<i>Students will be skilled at...</i> - determining where a literary text's meaning is ambiguous, unclear, or open to interpretation, and cite textual evidence to support this determination. - synthesizing ideas from close reading of literary texts and secondary sources to draw complex conclusions about text meaning and/or significance. - analyzing how complex works develop multiple levels of themes (i.e., how the themes interact and develop). - accurately and objectively summarizing how two or more themes of a text interact and build on

aesthetic impact. • 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). • RL.11-12.7 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.) • RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • 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. • 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. • W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • 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. • W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. • 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	• that when expectations and reality do not meet, a person can become trapped in disillusionment. • that ambition can cloud moral judgement, especially when the ultimate goal is the American Dream. • that the American Experience is reflective of the social, cultural, and economic realities of the time. • that various perspectives of the American Dream can be found represented through literature, music, and art. <u>vocabulary:</u> illusion, reality, disillusionment, "rags to riches," expatriate, consumerism, materialism, paradox, economic disparity, modernism	one another in order to arrive at a complex analysis of text. • critiquing literary works; analyzing and evaluating how structural choices and plot devices advance the plot and affect the meaning and impact of a work of fiction on the reader. • analyzing and evaluating the author's development of characters and other literary elements in light of genre and the author's intent (e.g., whether the character's psychological depth and complexity reflect the level of realism in a novel or whether a relatively simple characterization is appropriate in a comedy). • analyzing and evaluate how the author's choices about setting influence a literary work (e.g., show contrast, reveal character, heighten tension, change the mood). • analyzing the cultural, historical, and social influences of the setting on a work of literature (e.g., analyze a novel such as Jane Austen's <i>Pride and Prejudice</i> from the context of social expectations for young women to marry in nineteenth-century England). • applying the most appropriate or efficient strategy needed to determine, clarify, or gain greater understanding of the correct usage and nuances in meanings of general academic words and phrases in literary texts at the college- and career-readiness level, including synthesizing information from context, a variety of general or specialized reference material, and knowledge of etymology. • analyzing the connotative impact of a word or phrase on the meaning and tone of a passage, and evaluate an author's use and refinement of a key term's connotative meaning over the course of a text (e.g., use of <i>honest</i> in <i>Othello</i>). • critiquing how patterns of imagery, symbolism, allusions, and conceits used in a literary text are connected to theme, mood, tone, and the meaning of the text. • analyzing and critiquing how an author of a literary text uses specific words, devices, and techniques (e.g., style, irony, tone, voice, mood, sound devices)
--	--	--

addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. • RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. • W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. • L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • 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.		to achieve aesthetic effects. • analyzing the difference between the narrator's point of view and the author's implied point of view especially in a text in which there is ironic distance between the author and narrator. • identifying and analyze satire, sarcasm, irony, and understatement in literary texts to explain the text's underlying meaning. • analyzing multiple interpretations of a story, drama, or poem, critiquing how each version interprets the source text and uses departures from the text to create new messages and meanings. • evaluating a work's commentary and contribution to issues and ideas by comparing and contrasting its theme(s) to other works from the same historical period. • comparing and contrasting how two or more texts from the same period treat similar themes or topics (e.g., Upton Sinclair's <i>The Jungle</i> and Carl Sandburg's poem "Chicago"). • writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • using technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
--	--	---

<i>Content Area Literacy Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		• <i>make judgments and decisions</i> • <i>solve problems</i> • <i>communicate clearly</i> • <i>be self-directed learners</i> • <i>adapt to change</i> • <i>be flexible</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	