**HAS American Literature Unit 6: Contemporary Literature**

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  CCSS.ELA-Literacy.RL.1-12.1 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.  CCSS.ELA-Literacy.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.  CCSS.ELA-Literacy.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).  CCSS.ELA-Literacy.RL.11-12.9 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. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  Link themes across texts and analyze historical context and its influence on a text. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  -Writers of this time were often still recovering from the experiences of war and the depression  -Historical events of the time greatly influenced the writings of these authors  -Societal and personal expectations and reality often conflicted  RELATED MISCONCEPTIONS  Students may struggle with the bigger concepts of this unit, but this class is a strong group, and I’m confident they will be able to work to understand. | ESSENTIAL QUESTIONS  What happens when perception and expectation don’t meet reality?  How can the difference between expectation and reality create internal and external conflict?  How did social events of the time influence writers? |
| ***Acquisition*** | |
| *Students will know…*  -The difference between perception and expectation  -The difference between external and internal conflict  -How authors were influenced by social events of this time period  -How to identify common and conflicting themes across texts  -How to look at non-fiction texts as context for a fiction novel | *Students will be skilled at…*  -Identify themes within a text -Relating themes between two novels -Identifying conflict and source of conflict within a text |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Ability to cite evidence to support a claim  Ability to identify external and internal conflict as well as sources of conflict  Ability to make connections between two texts  Grammar and conventions | PERFORMANCE TASK(S):  Students will perform one task per novel, assessing characters based on Kohlberg’s Stages of Moral Development (*To Kill a Mockingbird*) and Maslow’s Hierarchy of Needs (*The Bell Jar*) | |
| Ability to cite evidence to support a claim  Ability to identify external and internal conflict as well as sources of conflict  Ability to make connections between two texts  Grammar and conventions  Ability to participate respectfully in small group and whole class discussions | OTHER EVIDENCE:  Reading quizzes Literature circles Class discussions Textbook questions | |