

English II

[Implement start year (2012-2013)]

[Revision Committee Members, email, extension]

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Unit #3: Voices of American Disillusionment

Transfer Goal –

Students will be able to independently apply their learning to explore the complexity of the American Dream as experienced in literature, media, and society.

Students will be able to independently apply their learning to explore the causes and effects of various topics in their own writing and oral communication.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #

(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English

(<http://www.corestandards.org/>)

RL.9-10.1. Cite strong and thorough textual evidence to support analysis

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and earlytwentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.9-10.2. Determine a central idea of a text and analyze its development

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.9-10.2. 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.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6. 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.

Enduring Understandings:

Students will understand that . . .

EU 1

Close reading and analysis of both past and contemporary American literature reveal critical truths about the American Dream.

EU2

Close reading and analysis of American literature illuminates the reader's personal beliefs about the American Dream.

EU 3

American writers capture the complications and limited availability of the American Dream in the face of national conflict.

EU4

American voices in literature often become ones of disillusionment as a result of the American Dream's limited availability.

EU5

Cause and effect analysis through writing and discussion fosters understanding of immediate and remote causes of American Dream disillusionment and the painful reality that ensues.

EU6

The study of vocabulary and the conventions of standard English are necessary for textual analysis and effective writing.

Essential Questions:

EU 1

- How can readers better understand the American Dream?
- What does American literature reveal about American history and culture?

EU2

- How can readers better understand their own desires for the American Dream?

EU 3

- How do American writers depict the American Dream in the face of national conflict?

EU4

- How does the Dream's limited availability affect an individual's view of America?

EU5

- Why is cause and effect analysis through discussion and writing a valuable tool in examining the relationship between the Dream and its effects on American voices?
- How can cause and effect demonstrate the correlation between the American Dream and disillusionment?

EU6

- How can the study of vocabulary and the conventions of standard English make better readers and writers?

Knowledge: *Students will know . . .*

EU 1

- reading comprehension strategies annotation strategies
- the definition and criteria of the American Dream
- the American culture and history during the Realist and Modernist eras pertaining to the fulfillment of the American Dream
- key authors and works in the Realist, Modernist and Harlem Renaissance eras
- literary devices and figurative language
- where to find credible information about Realism and Modernism

EU2

- reading comprehension strategies and annotation strategies
- their own beliefs regarding the American Dream

EU 3

- the definition and criteria of the American Dream
- the definition of disillusionment
- the aspects of society that prevent the American Dream from coming to fruition

EU 4

- characteristics of the disillusioned American voice
- the impact that oppression/exclusion from the Dream, or other civic strife, has on the protagonist's view of America

EU 5

- the elements of a cause and effect composition
- cause and effect strategies
- MLA format

EU6

- definitions, synonyms and antonyms of higher level vocabulary from various texts
- domain specific vocabulary
- that effective word choice improves style

Skills: *Students will be able to . . .*

EU 1

- identify stylistic and thematic elements of different Realist, Modernist and Harlem Renaissance authors, as well as the American value system, culture and society through critical reading and research.
- identify, define, and interpret literary terms/elements of figurative language in a variety of texts.
- annotate and actively read a wide range of texts pertaining to the American Dream

EU 2

- annotate and actively read
- compare their own beliefs to those reflected in the text

EU3

- identify elements of the American Dream in a text
- identify aspects of social oppression/national conflict in a text
- evaluate the protagonist and his quest to achieve the Dream despite complications/restrictions placed on him by society

EU4

- compare and contrast thematic and stylistic elements of the American Dream and disillusionment by critically reading various texts from both past and contemporary literature
- evaluate the protagonist's experience with disillusionment/alienation as a result of being excluded from the Dream
- identify the connection among literary works from these eras as well as to contemporary American literature

EU5

- identify and apply elements of a cause/effect composition to a formal essay
- format an essay according to MLA guidelines

EU6

- effectively demonstrate cause and effect relationships within the context of the American Dream
- define and use vocabulary words as well as their synonyms and antonyms
- use appropriate vocabulary to create effective style

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

Describe your performance tasks here (in bulleted format if more than one).

- Students examine a new piece (that is, one they individually seek out, or one provided by the teacher) that reflects the unit's themes of disillusionment as a result of the problematic attainment of the American Dream. After reading, students write an MLA formatted cause and effect essay that explores the effects of the American Dream on the protagonist, or speaker, of this piece. *Note: If the teacher provides the text, it must be a text that is brand new and has NOT been taught. Students are to do this task independently of the teacher. (EU1, EU3, EU4, EU5, EU6)
- Students study two poems that capture the theme of disillusionment and do a formal presentation that demonstrates analysis of both poems, as well as an explanation of how the poems exemplify disillusionment and the American Dream. This could also be accompanied by a written essay, if time permits. (EU1, EU3)
- Students will discuss their personal beliefs related to the American Dream and disillusionment in a teacher selected forum: cooperative learning groups, small group, large group/teacher led, Socratic seminar. (EU2)

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

Other Recommended Evidence: • student oral responses to teacher questioning during class discussion on the literature *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- student written responses (both informal and formal) to prompts connected to the Enduring Understandings (themes of disillusionment, alienation and the American Dream as caused by social/national conflicts, etc.)
- student written responses (both informal and formal) to prompts connected to the Enduring Understandings (themes of disillusionment, class discussion/participation related to the Enduring Understandings alienation and the American Dream as caused by social/national conflicts, etc.)
- annotated notes on selected short stories, poems, and essays related to the unit's themes as well as on Realism/Modernism/the Harlem
- class discussion/participation related to the Enduring Understandings Renaissance
- annotated notes on selected short stories, poems, and essays related to the unit's themes as well as on Realism/Modernism/the Harlem reading checks on teacher selected texts related to the literature, themes and literary eras
- Renaissance
- vocabulary quizzes based on contextual vocabulary words
- quizzes on literary terms/figurative language/poetic devices that require students to locate, identify and explain the role of such devices and reading checks on teacher selected texts related to the literature, themes and literary eras

- vocabulary quizzes based on contextual vocabulary words articulate what they contribute to the work's meaning as a whole
- quizzes on literary terms/figurative language/poetic devices that require students to locate, identify and explain the role of such devices and written response in which students generate their own metaphors, similes, or other literary devices
- articulate what they contribute to the work's meaning as a whole
- objective tests/quizzes on literary devices and themes
- written response in which students generate their own metaphors, similes, or other literary devices
- objective tests/quizzes on literary devices and themes

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

Reading texts and interpreting other sources (*see required and recommended texts section*)

- discuss the big ideas identified in the Enduring Understandings and Essential Questions (such as the American Dream, disillusionment, alienation, gender/race/class discrimination) [suggested strategies: the Frayer model, gallery walk, carousel, nature walk] (A, M)
- acquire background information on Realism, Modernism and the Harlem Renaissance as well as its critical authors through notes and class discussion [suggested strategies: students gather notes through viewing introductory videos, completing online scavenger hunts, using Pathfinders, listening to lectures, locating biographical information on authors] (A)
- employ various reading comprehension strategies (active reading, dialectical journals, note-taking journals, highlighting, questioning the text, marginal notes) (A,M)
- discuss the evolution of the American Dream and re-define it based on contemporary standards (A, M)
- analyze the cause and effect relationship between the Dream, its obstacles and its effects (A, M)
- relate selected texts to historical context (M,T)
- read and annotate an additional larger (A,M)
- engage in various discussion/small group processing of the reading through activities such as Socratic seminar, collaborative learning groups, mini group presentations, graphic organizers, think/pair/share, Google docs or blogs (these discussions and group meetings will be focused on the Enduring Understandings) (M,T)
- examine a piece of art from a classical period and connect it to Realist/Modernist ideals (M,T)
- identify, locate and apply literary devices and figurative language within various forms of texts (A,M)
- choose an element of figurative language and generate an original example that connects to the elements of the Realist/Modernist Era. (T)
- select other types of media (works of art, photographs, comics, songs, videos, short stories, etc. that connect to the American Dream(T)

Writing

- incorporate mini-lessons on the structure of an expository essay and the writing process (A)
- pre-write and draft ideas for an expository essay; write, evaluate and revise potential thesis statements (M, T)
- complete a revised expository essay focused on the Enduring Understanding/big ideas (T)
- use vocabulary words in writing to enhance style (A,T)
- peer review and self review (M)
- write an in-class essay on a new passage (either fiction or non-fiction) and explain how the piece illustrates the unit's key thematic elements; incorporate an explanation of the literary devices/figurative language in the piece that contribute to its meaning. (T)
- write an original or creative piece (up to the discretion of the teacher; some suggested assignments include a poem, story, or essay) that includes several characteristics of the unit's themes applied to a modern context. (T)
- use textual support in writing with paraphrases and direct quotes (M,T)
- reflective self-assessment on writing progress; goal setting (M, T)

Language

- generate a list of contextual vocabulary words (students) (A, M)
- use vocabulary words in writing and speaking to enhance style (A,T)
- understand and apply (teach in order as needed): (A, M, T)
- define and use SAT vocabulary words, roots, prefixes and suffixes (A)
- teach in order (as needed): (A,M,T) ○ review prepositional phrases
 - verbal phrases (gerunds, infinitives, participles)
 - acceptable grammar usage as it diverges from prescriptivism in educated society - see *Writing with Style* for examples [could include beginning sentences with “But” or “And”; occasionally splitting the infinitive; occasionally ending a sentence with a preposition; singular pronouns plural in sense (*everyone has their books*); fragments to enhance style]

Speaking and listening

- identify and explain various aspects of the student's personal beliefs. (M)
- discuss topics related to the American Dream and disillusionment in various contexts: cooperative learning groups, small group, large group/teacher led, Socratic seminar (A, M)
- practice active listening and student-to-student direct responses (A, T)

Required and Recommended Texts

Required texts (all district students in English II):

- *In Cold Blood*- Truman Capote
- "1 Too" – Langston Hughes
- "After Apple Picking" – Robert Frost
- "Where Are You Going, Where Have You Been" -Joyce Carol Oates

Additional suggested texts/authors:

Large works (titles and quantity to be determined by school) : *Supporting EU1 EU3 and EU4*

- *The Piano Lesson* – August Wilson
- *A Thousand Acres* – Jane Smiley
- *Housekeeping* - Marilynne Robinson
- *The Terrorist* -John Updike
- *Jasmine* -Bharati Mukherjee
- *The Narrative of Frederick Douglass* – Frederick Douglass
- *The Adventures of Huckleberry Finn* - Mark Twain
- *The Great Gatsby*- F. Scott Fitzgerald (pending English 4 revision)
- *Of Mice and Men* – John Steinbeck
- *Our Town* - Thornton Wilder
- *Half Broke Horses* - Jeannette Walls
- *The Kitchen House* - Kathleen Grisson
- *The Help* - Kathryn Stockett
- *Death of a Salesman* – Arthur Miller
- *The Glass Menagerie* – Tennessee Williams
- *Easy Writer* – Andrea Lunsford (EU5 & EU6)
- Independent reading selection

Articles and essays: (*EU1 and EU3*)

- "Be Thankful for Your Liberties and Freedoms" - Gad Saad, Ph.D.
- "Rethinking the American Dream" David Kamp
- "Why Most People Will Never Achieve The American Dream" - Glenn Llopis
- "What American Dream?" - John Zogby
- "The Pursuit of Happiness--Or the Quest for Wealth?" - Leon F. Seltzer, Ph.D.
- "Don't Let the Pursuit of Happiness Keep You Down" - Angie LeVan
- "The War Prayer" – Mark Twain

Excerpts:

- *The Narrative of Frederick Douglass* - Frederick Douglass
- *The Adventures of Huckleberry Finn* - Mark Twain

Poems: (EU1, EU3, EU4)

- Allen Ginsberg- "Homework"
- Naomi Shihab Nye- "Rebellion Against the North Side"
- Alberto Rios- "The Vietnam Wall"
- Gwendolyn Brooks- "kitchenette building"
- Robert Hayden- "Those Winter Sundays"
- Wendell Berry - Poem II from 1997, "Even while I dreamed.." from his collection *A Timbered Choir: The Sabbath Poems* ; Poem VI from 2007, "It is hard to have hope.." from his collection *Leavings*
- Excerpts from A.R. Ammons' book length poem *Garbage*
- Excerpts from Robert Bly's *The Light Around the Body*
- Langston Hughes- "I Too," "Mother to Son," "Democracy"
- Claude Mackay - "America"
- Countee Cullen- "Yet Do I Marvel"
- Richard Wright: "I Have Seen Black Hands"
- Robert Frost- "The Birches," "The Road Not Taken," "Stopping by Woods," " Nothing Gold Can Stay"
- Lawrence Ferlinghetti: "The World is a Beautiful Place"; "I am Waiting"

Short stories: (EU1, EU3, EU4)

- "An Occurrence at Owl Creek Bridge" - Ambrose Bierce
- "The Story of an Hour" - Kate Chopin
- "The Yellow Wallpaper" - Charlotte Perkins Gilman
- "Trifles" or "A Jury of Her Peers" - Susan Glaspell
- "Sculptor's Funeral" - Willa Cather
- "Soldier's Home" - Ernest Hemingway
- "To Build a Fire" - Jack London
- "Lullaby" - Leslie Marmon Silko
- "The Leather Man" - E. L. Doctorow
- "Emperor of the Air" - Ethan Canin
- "A & P" - John Updike

Other related sources

- Art that captures Realist/Modernist elements (suggested artists: Thomas Eakins, Gustave Courbet, Winslow Homer, Edward Hopper)
- Film clips from *Midnight in Paris*, *Waking Life*, *The Great Gatsby*