

Englewood Public School District
English Language Arts
Grade 12 – College Prep
Fourth Marking Period

Unit 4: Allegory and the Protagonist's Place in Society

Overview: In this unit, students will examine the Victorian Era and the Realism genre while improving their abilities to analyze literary elements. Students will also study the use of allegory in literature as well as examining how authors use protagonists to comment upon social issues.

Time Frame: 35-45 Days

Enduring Understandings:

Everyday words can have multiple meanings.

Expectations change based on society.

Social changes cause new literary periods to occur.

Essential Questions:

Who determines a person's place in society?

What happens when somebody goes against the norm?

Is morality universal?

Standards	Topics and Objectives	Activities	Resources	Assessments
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. RI.11-12.1. Accurately cite strong and thorough textual	Topics Victorianism Realism Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C's Civic Literacy Global Awareness 	Students will research the Victorian Era and develop a short multimedia presentation on an aspect of Victorian society. (9.3.12.ED.2, 6.2.12.D.2.d, 8.1.12.A.2, CRP7, CRP11) Students will read the poem "Count That Day Lost" and analyze its theme. (CRP4, CRP8)	<u>Texts:</u> <i>Hedda Gabler</i> by Henrik Ibsen "Count That Day Lost" by George Eliot https://americanliterature.com/author/george-eliot/poem/count-that-day-lost <u>Companion Texts:</u> <i>Scholastic Magazine</i>	<u>Formative Assessments:</u> <ul style="list-style-type: none"> Do Nows Journals Exit Tickets Students will be evaluated on the quality of their presentations. <u>Summative Assessment:</u> Students will be evaluated on their
	Objectives			

<p>evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>Students will understand the primary characteristics of the Victorian Era.</p> <p>Students will be able to identify the characteristics of Realism.</p>	<ul style="list-style-type: none"> https://www.scholastic.com/content/dam/teachers/blogs/angela-bunyi/migrated-files/theme_b.pdf <p>Students will participate in a Socratic Seminar on the question: How is <i>Hedda Gabler</i> an example of Victorianism? (6.2.12.D.2.d, CRP4, CRP8)</p>	<p>“Everyday Life as a Learning Experience” https://www.commonlit.org/en/texts/everyday-life-as-a-learning-experience?search_id=4573526</p>	<p>performance in the Socratic Seminar.</p> <p><u>Benchmark Assessment:</u> End of year assessment</p> <p><u>Alternative Assessments:</u> Students will present their multimedia presentations.</p>
<p>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.</p>				<p>Students will engage in large group discussion about whether or not “Count That Day Lost” exemplifies Victorian Era ideas.</p>
<p>W.11-12.7. 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.</p>				<p>Student groups will rotate acting out scenes from <i>Hedda Gabler</i>. They will also explain the significance of the scene they are acting out.</p>
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)</p>	<p>Topics</p> <p>Allegory</p> <p>Tyranny and the Repression of Rights</p>	<p>Students will read <i>Animal Farm</i> and respond to text-dependent questions. (CRP4, CRP8)</p>	<p><u>Text:</u> <i>Animal Farm</i> by George Orwell</p> <p><u>Companion Texts:</u></p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets

with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.11-12.7. 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. (e.g., Shakespeare and other authors.)

Revolution as Social Upheaval

Twenty-First Century Themes and Skills include:

- The Four C’s
- Civic Literacy
- Global Awareness

Objectives

Students will understand allegory and how to analyze an allegorical work.

Students will examine how tyranny represses individual rights and freedoms.

Students will research the context of *Animal Farm*, particularly as it pertains its parallels with the Soviet Union. (**CRP4, CRP7, CRP11, CRP8**)

Students will select a character to analyze from *Animal Farm*. They will write a short essay that analyzes their selected character’s traits, motivations, and the character’s relationship to the novel’s theme of tyranny. (**CRP4, CRP7, CRP11, CRP8, 9.3.12.ED.2, 8.1.12.A.2, CRP11**)

- https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-featured-files/unit_characteranalysis_characteranalysis.pdf

Design an “Animal Farm”: Students select a topic and design a society that represents the topic allegorically. They can present their fictional societies in presentations or through a short story. (**CRP4, CRP7, CRP11,**

Scholastic Magazine

“Text Set: *Animal Farm*”
<https://newsela.com/text-sets/7747>

Students will be evaluated on the quality of their responses to the text-dependent questions.

Summative Assessments:

Students will be evaluated on the quality of their analytical essays.

Students will be evaluated on the quality of their projects.

Alternative Assessments:

Students will share their research via informal class presentations.

Students will peer review their essays using Google Docs to add comments.

Students will share their short stories/presentations.

CRP8, 9.3.12.ED.2,
8.1.12.A.2, CRP11)

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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

Topics	Themes: Civilization Vs. Savagery, Individual Vs. Society, Loss of Innocence Allegory, continued Analyzing Symbols Twenty-First Century Themes and Skills include: <ul style="list-style-type: none">• The Four C's• Civic Literacy• Global Awareness
Objectives	Students will complete journal entries on each chapter of <i>The Lord of the Flies</i> . They should make note of character, setting, and theme development. (CRP4, CRP8) Students will watch <i>Lord of the Flies</i> and analyze how it changes and/or remains faithful to the original work. (CRP4, CRP8) Students will analyze the Conch Shell symbol from <i>Lord of Flies</i> in a short analytical essay. (CRP4, CRP11, CRP8, 9.3.12.ED.2, 8.1.12.A.2, CRP11)
Text:	<i>Lord of the Flies</i> by William Golding
Media:	<i>Lord of the Flies</i> (1990)
Companion Texts:	<i>Scholastic Magazine</i> “Text Set: Lord of the Flies” https://newsela.com/text-sets/7673
Formative Assessments:	<ul style="list-style-type: none">• Do Nows• Journals• Exit Tickets Students will be evaluated on the quality of their journal entries. Students will be evaluated on the theme development activity.
Summative Assessment:	Students will be evaluated on the quality of their analytical essays.
Alternative Assessments:	Students will share their journal entries with a partner.

<p>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.</p> <p>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. (e.g., Shakespeare as well as other authors.)</p> <p>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. (e.g., Shakespeare and other authors.)</p>	<p>Students will hone their abilities to analyze symbols.</p>	<p>Theme Analysis: Students will work in groups. Posters will be set up around the room, each with a particular theme from <i>Lord of the Flies</i> written across the top. Students will circle to each theme and add textual evidence to each poster in order to display how the theme is developed in the novel. (CRP4, CRP11, CRP8, 9.3.12.ED.2, CRP11)</p>	<p>Students will peer review their essays using a PARCC rubric.</p> <p>Students will engage in whole group reflection on the theme activities.</p>
<p>SL.11-12.1. Initiate and participate effectively in a</p>	<p>Topics</p>	<p>Students will read <i>Madame Bovary</i> and</p>	<p><u>Texts:</u></p> <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Do Nows

range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.11-12.4. 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. (e.g., Shakespeare as well as other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge,

Victorian Poetry, Scansion, Meter

Realism, continued

Analytical Writing

Twenty-First Century Themes and Skills include:

- The Four C’s
- Global Awareness

Objectives

Students will understand the conventions of Victorian poetry.

Students will be able to compose their own poetry following an established tradition.

respond to text-dependent questions for each chapter. (CRP4, CRP8)

Students will write analytical essays on the character of Madame Bovary. (CRP4, CRP7, CRP11, CRP8, 9.3.12.ED.2, 8.1.12.A.2, CRP11)

Students will read Rudyard Kipling’s “If,” scan its meter, and close read to analyze its theme development. (CRP4, CRP8)

- https://www.scholastic.com/content/dam/teachers/blogs/angela-bunyi/migrated-files/theme_b.pdf

Students will select a Victorian poet and three of their poems. Students will scan the poem to determine its meter. Students will then conduct close readings to analyze theme development. (CRP4, CRP7, CRP11, CRP8, 9.3.12.ED.2, CRP11, 6.2.12.D.2.d)

Students will write a poem that follows the

“Madame Bovary” by Gustave Flaubert

“If” by Rudyard Kipling

Various Victorian Poets:
Matthew Arnold
Rudyard Kipling
The Bronte Sisters
Elizabeth Browning
Gerard Manley Hopkins
Robert Browning
Oscar Wilde
Thomas Hardy

Companion Texts:
Scholastic Magazine

“Explainer: Hark! I Hear Poetic Meter1”
<https://newsela.com/read/lib-convo-poetic-meter>

- Journals
- Exit Tickets

Students will be evaluated on their responses to the text-dependent questions.

Students will be evaluated on the accuracy of their scansions.

Summative Assessment:
Students will be evaluated on the quality of their analytical essays.

Alternative Assessments:
Students will discuss how *Madame Bovary* is an exemplar Realist text.

Students will peer review their essays using a PARCC rubric.

Students will engage in small group discussion to create strategies for identifying meter.

Students will read their poems aloud.

historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.6. Adapt speech to a variety of contexts and

conventions of Victorian Realism. (CRP4, CRP7, CRP11, CRP8, 9.3.12.ED.2, 8.1.12.A.2, CRP11, 6.2.12.D.2.d)

Topics		Texts:	Formative Assessments:
Mock Trial	Students will read <i>A Lesson Before Dying</i> and respond to Guided Reading Questions. (CRP4, CRP8)	<i>A Lesson Before Dying</i> , by Ernest Gaines	<ul style="list-style-type: none"> Do Nows Journals Exit Tickets
Court Case Analysis		<i>Hall vs. Florida</i> , Supreme Court Case	Students will be evaluated on their responses to the Guided Reading Questions.
Argumentation	Students will read Supreme Court case <i>Hall vs. Florida</i> and analyzes the judges' decision on the question of intellectual disability. They will then compare this case to the details of the case in A	Companion Texts: <i>Scholastic Magazine</i>	
Twenty-First Century Themes and Skills include:	<ul style="list-style-type: none"> The Four C's Civic Literacy Global Awareness 	"Prisoners Sketch What A Modern Jail Would Look Like"	Summative Assessment: Students will be evaluated on their performance in the mock
Objectives			

tasks, demonstrating command of formal English.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including

Students will be able to analyze a court decision.

Students will be able to analyze an argument.

Students will be familiar with the procedures of a court case.

Lesson Before Dying
(CRP4, CRP8, 6.1.12.D.13.a)

- http://www.readwritetlink.org/files/resources/lesson_images/lesson378/venn.pdf

Mock Trial: Students will conduct a mock trial of Jefferson's murder trial. Students should develop roles for the defendant, the plaintiff, the judge, witnesses, and the jury.
(CRP4, CRP8, 9.3.12.ED.2.)

<https://newsela.com/read/prison-design>

trial.

Alternative

Assessments:

Students will peer correct their guided reading questions, changing answers as needed.

Students will work in small groups to prepare for the mock trial by taking on leadership roles.

whether the structure makes points clear, convincing, and engaging.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

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.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be

reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners <ul style="list-style-type: none"> ● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	Special Education <ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	At-Risk <ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. ● Oral prompts can be given 	Gifted and Talented <ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Integration of 21st Century Standards NJSL 9:

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Interdisciplinary Connections:

Social Studies:

6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Integration of Technology Standards NJSLS 8:

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

Key Vocabulary: Victorianism, Realism, Allegory, Symbolism, Theme Development, Individual vs. Society, Argumentation