

Englewood Public School District
English Language Arts
Grade 10 – College Prep
Second Marking Period

Unit 2: Realism/Regionalism - The Assault of Reality on the American Dream

Overview: In this unit, students will be introduced to Modernism and Modernist writers’ take on the American Dream. Students will also examine the poetry and genres of Regionalism and Gothic during the Modern period.

Time Frame: 35-45 Days

Enduring Understandings:

After WWI (and WWII), writers began to question traditional beliefs.

Literature reflects the age in which it is written.

Conflicts developed between old beliefs and new freedom in society and writing.

Writers used traditional forms through developing modern ideas.

The struggle for the attainment of the American Dream was desired by both rural and city dwellers.

Writers and poets created Regionalist works that transferred to the American experience.

Gothic and realist elements reflected societal mood.

Essential Questions:

How does the American Dream shape literature, societal beliefs and even the environment?

How does the American Dream differ from Reality?

How do writers respond when traditional notions of God, humanity and beliefs are challenged?

How and why do writers try to maintain traditional writing forms in the face of changes in the modern world?

How and why do writers change their approach to literature and techniques of writing as the result of modernism after WWI?

Standards	Topics and Objectives	Activities	Resources	Assessments
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	<p>Topics</p> <p>Modernism and the American Dream</p> <p>Close Reading</p>	<p>Students will read “American Literature between the Wars” to gain an introductory understanding of Modernist literature and</p>	<p>Text:</p> <p><i>Norton Anthology of American Literature</i>, section “The Two Wars as Historical Markers”</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p>Summative Assessment:</p>

issues, building on others' ideas and expressing their own clearly and persuasively.

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Twenty-First Century Themes and Skills include:

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

Objectives

Students will know the tenets and techniques of Modernist writing.

Students will be able to write a literary analysis using textual evidence.

take notes. (CRP4, CRP7, 6.2.12.D.4.k)

- <https://freeology.com/graphicorgs/note-taking-organizer/>

Students will create one page of a PowerPoint (Prezi or some other presentation tool) of a self-selected topic that describes one aspect of Modernist Literature and/or the American Dream. (9.3.12.ED.2, 8.1.12.A.2, CRP4, CRP6, CRP7, CRP11, 6.2.12.D.4.k)

Students will read poetry from several Modernist poets and identify how the poetry reflects Modernist tenets and techniques. (CRP4, CRP8)

- Robert Frost
- T.S. Eliot
- Marianne Moore
- William Carlos Williams
- Edna St. Vincent Millay
- Robinson Jeffers
- E.E. Cummings

<http://www.wwnorton.com/college/english/naal8/section/vold/overview.aspx>

Companion Texts:
Scholastic magazine

“What Are Characteristics of Modern Literature?”
<https://www.cliffsnotes.com/cliffsnotes/subjects/literature/what-are-characteristics-of-modernist-literature-fiction-in-particular>

Students will be evaluated on the quality of their presentations.

Benchmark Assessment:
Midterm

Alternative Assessments:
Students will present their PowerPoints to the class.

Students will write their own poems modeled after a specific modernist poet.

Students will share their poems with a small group.

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

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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 and 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

Topics

Regionalism

Comparing and contrasting the perspectives and styles of authors from different regions of America

Twenty-First Century Themes and Skills include:

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

Objectives

Students will understand the elements of Regionalist literature.

Students will compare and contrast the work of Regionalists from various regions of America.

Students read the story “Barn Burning” and respond to text dependent questions. **(CRP4)**

Students watch the movie “Barn Burning” and compare and contrast the character named Abner from the story to the movie. **(CRP8)**

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

Students analyze the elements of “To Build a Fire” by completing a set of EBSRs and TECRs. **(CRP8, 6.2.12.D.4.k)**

In small groups, students read Robert Frost’s “After Apple Picking” and “The Road Not Taken,” then consider the meaning of each poem. **(9.3.12.ED.2, CRP4, CRP8, 6.2.12.D.4.k)**

- http://www.readwritetink.org/files/resources/lesson_images/lesson1160/poetry_analysis.pdf

Students analyze three of Marianne Moore’s poems

Texts:

“To Build a Fire” by Jack London (Pacific Northwest)

“Barn Burning” by William Faulkner (South)

“After Apple Picking” and “The Road Not Taken” by Robert Frost (New England)

Poems by Marianne Moore (Midwest):

- Poetry I, too, dislike it: there are things that are ...
- Marriage This institution, perhaps one should say ...
- Baseball And Writing Fanaticism? No. Writing is exciting and ...
- Silence My father used to say, "Superior people never make ...
- A Grave Man looking into the sea, taking the view from those...
- Rosemary Beauty and Beauty's son and rosemary - Venus and ...
- The Past Is The Present If external action is effete and...

Formative Assessment:

- Do Nows
- Journals
- Exit Tickets

Summative Assessment:

Students will be evaluated on the quality of their performance during the Socratic Seminar.

Alternative Assessments:

Students will engage in group research about Regionalist literature during the Modern period.

Students will share their Venn diagrams with a partner, adding missing information if necessary

Students will correct a partner’s EBSR and TECR questions.

Students will work in groups to identify elements in the Frost’s poems that reflect New England culture as well as the reality of the American Dream.

characters, and advance the plot or develop the theme.

and identify elements that reflect the culture of her region, time, and gender.

(9.3.12.ED.2, CRP4, CRP8, 6.2.12.D.4.k)

- http://www.readwritetink.org/files/resources/lesson_images/lesson1160/poetry_analysis.pdf

Students participate in a Socratic Seminar to discuss the aspects of each the text that makes it a work of Regionalism. (9.3.12.ED.2, CRP4, CRP8, 6.2.12.D.4.k)

Companion Texts:
Scholastic magazine

“Regionalism”
<https://www.thoughtco.com/regionalism-language-1692037>

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Topics

Poetic Meter

Free Verse vs. Sonnet

Twenty-First Century Themes and Skills include:

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

Objectives

Students will learn poetic meter and know the difference between free verse and sonnet.

Students will compare the free verse poems and sonnets

Students will compare “Mannahatta” with “Lucinda Matlock” to discuss the free verse form. (9.3.12.ED.2, CRP4, CRP8, 6.2.12.D.4.k)

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

Students will compare “How Do I Love Thee?” with “After Fifty Years” to discuss the sonnet form. (9.3.12.ED.2, CRP4, CRP8, 6.2.12.D.4.k)

Texts:

“Mannahatta” by Walt Whitman

“Lucinda Matlock” by Edgar Lee Masters

“How Do I Love Thee?” by Elizabeth Barrett Browning

“After Fifty Years” by William Faulkner

Companion Texts:
Scholastic magazine

“Rhyme Scheme”

Formative Assessments:

- Do Nows
- Journals
- Exit Tickets

Summative Assessments:

Students will be evaluated on the quality of their free verse poems and sonnets.

Students will be evaluated on the quality of their oral presentations of their poems.

Benchmark Assessment:

Common Formative Assessment

<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>of the Romantic period with those of the Modern period.</p>	<ul style="list-style-type: none"> • http://www.readwritetehink.org/files/resources/lesson_images/lesson378/venn.pdf <p>Students will write two versions of their own poems, one in free verse and one as a sonnet. (CRP4, CRP6, CRP11)</p>	<p>http://literary-devices.com/content/rhyme-scheme</p> <p>“Meter” https://www.poetryfoundation.org/learn/glossary-terms/meter</p>	<p>Alternative Assessments: Students will present their poems to the class and explain the effects of form on their poems’ content.</p> <p>Students will peer review their sonnets, identifying correct rhyme scheme.</p> <p>Students will debate the pros and cons of free verse and rhyming poetry.</p>
<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>W.9-10.3 Write narratives to develop real or imagined</p>	<p>Topics Gothic Literature</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C’s • Civic Literacy • Global Awareness <p>Objectives Students will use textual evidence to explain the author’s use of Gothic elements.</p> <p>Students will analyze text and state their perspective during class discussions.</p> <p>Students will write narratives in the Gothic tradition.</p>	<p>Students will read “A Rose for Emily” and “The Feather Pillow” and take notes. (9.3.12.ED.2, CRP4, CRP8, 6.2.12.D.4.k)</p> <ul style="list-style-type: none"> • http://www.readwritetehink.org/files/resources/lesson_images/lesson1160/poetry_analysis.pdf <p>Students will respond to Evidence-Based Guided Reading Questions as an individual written response or as a small group oral response, using textual evidence to support their answers. (9.3.12.ED.2, CRP4, CRP8, CRP7, CRP11, 8.1.12.A.2)</p>	<p>Texts: “A Rose for Emily” by William Faulkner</p> <p>“The Feather Pillow” by Horacio Quiroga</p> <p>Companion Texts: <i>Scholastic</i> magazine</p> <p>“An Introduction to Gothic Literature” https://www.thoughtco.com/what-is-gothic-literature-739030</p> <p>“That Evening Sun” https://www.commonlit.org/en/texts/that-evening-sun?search_id=4557655</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p>Students will be evaluated based upon their responses to the Guided Reading Questions.</p> <p>Summative Assessment: Students will be evaluated on the quality of their Gothic narratives.</p> <p>Alternative Assessments: Students will work in groups to research elements of Gothic literature in the Modern period.</p> <p>Students will peer review their Evidence-Based Guided Reading responses</p>

experiences or events using effective technique, well-chosen details, and well-structured event sequences.		Students will write original narratives using elements of Gothic literature. (CRP4, CRP6, CRP11, 9.3.12.ED.2, 8.1.12.A.2)		using a PARCC rubric.
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>Topics</p> <p>Reality and the American Dream during the Modern period</p> <p>Using primary sources</p> <p>Author Study</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Civic Literacy • Global Awareness 	<p>Students conduct research on a Modernist author in light of their perspective on the American Dream. (9.3.12.ED.2, CRP4, CRP8, CRP7, CRP11, 8.1.12.A.2, 6.2.12.D.4.k)</p> <p>Students will examine primary sources to consider their selected author's perspective. (9.3.12.ED.2, CRP4, CRP8, CRP7, CRP11, 8.1.12.A.2, 6.2.12.D.4.k)</p> <ul style="list-style-type: none"> • https://freeology.com/graphicorgs/note-taking-organizer/ 	<p><u>Texts:</u></p> <p>Students choose three texts from their selected author to analyze. Possible authors include:</p> <ul style="list-style-type: none"> • Edna St. Vincent Millay • T.S. Eliot • Edgar Lee Masters • Marianne Moore • William Faulkner • Robert Frost • Robinson Jeffers • William Carlos Williams • e e cummings 	<p>Students will read their narratives aloud while their peers point out Gothic elements used.</p>
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.	<p>Objectives</p> <p>Students will use textual evidence to explain the author's perspective on the American Dream.</p> <p>Students will develop an understanding of the perspectives of Modernist writers on the American Dream.</p> <p>Students will use primary sources in order to analyze historical perspectives.</p>		<p><u>Companion Texts:</u></p> <p><i>Scholastic</i> magazine</p> <p>“Mending Wall” https://www.commonlit.org/en/texts/mending-wall?search_id=4558301</p> <p>“Introduction to Modernist Poetry” https://edsitement.neh.gov/curriculum-unit/introduction-modernist-poetry</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p><u>Summative Assessment:</u></p> <p>Students will be evaluated on the quality of their research papers.</p> <p><u>Alternative Assessments:</u></p> <p>Students will participate in an American Dream Party, dressed as a selected Modernist author, historic figure or cultural figure and remain in character throughout the event, reflecting that individual's values, perspectives, and time period.</p> <p>Students will present their research findings to the class via an informal presentation</p>
RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.				
RL.9-10.1. Cite strong and thorough textual evidence and make relevant				

connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage

Topics
PARCC LATs

Objectives
Students will gain a better understanding of EBSRs and TECRs.

Students will hone their understanding of literary elements.

Students will practice completing LATs.

Instructors will select the reading and writing LAT lessons that best meets their students' needs.

Reading PARCC LAT Lessons

Lesson 1: Introducing the EBSR and TECR

Lesson 2: Modeling the EBSR and TECR

Lesson 3: Honing Understanding of Literary Elements

Lesson 4: Close-Reading Strategies

Lesson 5: Using Context Clues for the Vocabulary EBSR

Lesson 6: The Evidence-Based Selected Response

Lesson 7: The Technology-Enhanced Constructed Response

Lesson 8: Practice Completing the LAT

Writing PARCC LAT Lessons

Reading PARCC LAT Lesson 8

Writing PARCC LAT Lesson 8

of technology's capacity to link to other information and to display information flexibly and dynamically.

Lesson 1: Introduction to the Prose Constructed Response on the Literary Analysis Task

Lesson 2: Modeling the Prose Constructed Response

Lesson 3: Understanding the PCR Prompt and Writing a Thesis Statement

Lesson 4: Selecting Textual Evidence to Support Reasons

Lesson 5: Drafting the Prose Constructed Response Outline

Lesson 6: Writing Quality Body Paragraphs

Lesson 7: Practice Completing the Prose Constructed Response

Lesson 8: Writing Advanced-Proficient Prose Constructed Responses

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	Special Education	At-Risk	Gifted and Talented
<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 	<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 	<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. 	<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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| | | <ul style="list-style-type: none"> • Oral prompts can be given. | |
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Integration of 21st Century Standards NJSLS 9:

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

Interdisciplinary Connections:

Social Studies:

6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts

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:

Compare and Contrast, Close Reading, Citation and Works Cited, American Dream, identity, Modernism, Realism/Regionalism/Gothic, Questioning of truth, reality, science