

12R Unit 1 Lit Analysis 2023-2024

Content Area: **English**
Course(s): **English IV**
Time Period: **September**
Length: **45 days**
Status: **Published**

Unit Overview:

In this unit, students will be able to write an analysis of a selected piece of literature. Students will delve into the "heroes" in literary works Beowulf, Achilles (from The Iliad), King Arthur and Shakespeare. Students will use these pieces as a basis for their own writing.

Essential Questions:

How do writers structure and develop text?

How do writers use sensory details to enhance their writing?

How do writers hook and hold their readers?

How do a varied vocabulary and a consideration of word choice improve a piece of literature?

How do writers decide which poetic format will best express their ideas?

How can a creative performance enhance the message of the written word?

Enduring Understandings:

Lit analysis helps students to delve deeper into a work of literature.

Lit analysis helps students make literature more interesting and engaging to read.

Lit analysis creates opportunities for students to practice using new words in meaningful contexts, a key strategy for building vocabulary.

Lit analysis tends to include figurative language, such as simile, metaphor, and onomatopoeia. Noticing figurative language in mentor texts and incorporating it into their own writing help students build critical verbal reasoning skills.

Lit analysis writing encourages students to learn from—and be metacognitive about—the techniques other authors use to write vivid descriptions.

Lit analysis writing can help students clarify their understanding of new subject matter material and remember more of what they learn.

Standards/Indicators/Student Learning Objectives (SLOs):

LA.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.)
LA.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 aesthetic impact.
LA.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.)
LA.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).
LA.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.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.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.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Lesson Titles:

Yes, British literature is still relevant in 2023

Chaucer- The First Saturday Night Live Writer?

Direct vs. Indirect Characterization

Who would you want on a trip? Why? Be as descriptive as possible about their characteristics.

What is Romanticism?

Keats vs. Wordsworth

What is a hero?

Fear are represented by Monsters, and values are represented by heroes.

Can a tiger change their stripes? Character analysis.

Career Readiness, Life Literacies, & Key Skills:

Inter-Disciplinary Connections:

Geography

Psychology

TH.K-2.1.4.2.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
TH.K-2.1.4.2.Cn10a	With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
TH.K-2.1.4.2.Cn11a	With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.

Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Disabled characters in literature

Materials Used: Beowulf, King Arthur and the Green Knight, works of Shakespeare

Addresses the Following Component of the Mandate: Disabled individuals in early literature are seen as monsters

- Economic
- Political
- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Resources & Materials:

Romanticism Intro

https://docs.google.com/presentation/d/1IGLdZl-eiMS33SPnVvsHacNnxieK5dzI56b_DKe4TEM/edit#slide=id.p4

Keats intro

https://docs.google.com/presentation/d/1H1MBic6Hgw2gSRe_JeUjFKCJiK7K7aZcicb99_YEr9g/edit#slide=id.p3

Lord Byron Intro

<https://docs.google.com/presentation/d/1p5s655LmjaGK2fb5iWFXB1TjKxceDEU0Xsi49sDGA3E/edit#slide=id.p4>

Middle Aged Ballads

https://docs.google.com/presentation/d/1bCVbB9ovvk94g_Hr01DUikqxBbEalbjzkYJrLIP0ZFs/edit#slide=id.p4

Macbeth intro

<https://docs.google.com/presentation/d/1iN36aNY-zNoRdjfIK5cVjG9XFpxlJ58tWjHO2rq->

[5yo/edit#slide=id.p20](#)

<https://docs.google.com/presentation/d/1pTga7RZ-kfja5V2VjbBeHu3J2ENIysUbGiTwsSbf3rE/edit#slide=id.p3>

Excerpts from

Beowulf -Modern Translation

The Iliad

King Arthur

The Works of William Shakespeare

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Independent reading

Close reading and annotations

Direct instruction

Collaboration

Writing with Colors

Peer editing

Blooms:

Remembering-defining vocabulary, defining literary terms, identifying characters and plot

Understanding-explaining point of view, explaining perspective, explaining motivation, paraphrasing

Applying: manipulate sources to prove claims, prove comprehension, develop sentences using vocabulary and grammar

Analyzing-actively categorizing findings in literary content, showing connections between textual evidence and claims

Evaluating-producing evaluative written responses to works of literature

Formative Assessment:

Lecture

Collaborative Group Work

Jigsaw

Graphic Organizers

Effective Questioning

Cooperative Learning

Conferencing

Close Reading

Individual Practice

Group Work

Class Discussion

Chunking

Modeling

Workshop

- Anticipatory Set
- Closure
- Warm-Up

Summative Assessment:

Ballad Summative Assessment

https://docs.google.com/document/d/1YgQGyykwLENU2zWehE_CUcsDw3EmWnk6QWeB174pHZw/edit

Chaucer Summative Assessment

https://docs.google.com/document/d/1lh6BY_-NwLXK-tasbuPHtUnt3CuB2rdF79m5i80FQCc/edit

Shakespeare Summative Assessment-Literary Terms

<https://docs.google.com/document/d/1it-duGUbxWJGCyP8Zsy65HdzmlV7Ec1sGklsHwZx810/edit>

Romanticism Summative Assessment

https://docs.google.com/document/d/1tVsh_2doFXXJB5h0n_lp-SsNAXolRSqhW4NsN0O-_SE/edit

Monsters and Heroes Project

<https://docs.google.com/document/d/1kGVavOWUu8oyu7-BMttx8LRUOiqb04rkcksn2kesVuQ/edit>

The students' writing will be assessed using a common scoring rubric. The rubric will be shared with the students at the outset of the unit.

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information

- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Technology Materials and Standards

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.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.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.