Unit: 7 Celebrations- Effi Briest and Theodor Fontane

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **3rd Marking Period**
Length: **4 Weeks**
Status: **Published**

Unit Overview

students will read a portion of a novel by an influential 19thC realist writer dealing with modernity and traditional societal norms. students will research information about Theodor Fontane and life in German society in the 19thC. Students will compare the role of women and clothing during this time period and compare them to today. Students will look at traditional roles of men, women and family and the political climate of Germany. Students will be able to read and give feedback in the preterit, perfect and present tenses.

Transfer

Students will be able to independently use their learning to...

discuss comparisons between the 19thC and today for roles of women and clothing

understand the type of society in Germany in the 19thC

work between tenses when discussing the topic

understnad realism in literature

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

German society during the late 19thC was very different

clothing styles of women in the Victorian age were similar in both countries as they are similar today

knowledge of preterit, perfect and present will be needed

realism in German literature

political system and area of Prussia in the 19thC

Essential Questions

Students will keep considering...

How has the role of men and women has changed?

How did the political climate change and how much did it influence society and Prussia?

What is realism?

-What thought provoking questions will foster inquiry, meaning making and transfer?

Application of Knowledge and Skill

Students will know...

Students will know...

details from the novel

information about 19thC northern Germany

information about realism

main ideas, concepts and key elements from the story that relate to the role of men and women

Students will be skilled at...

Students will be skilled at...

discussing theme relate topics in preterit/perfect and present tense

recognizing societal norms, policies, the roles of men and women

recognizing the effects of colonization

Academic Vocabulary

Target 2: comprehension

1. understand roles of men and women

2. societal norms

3. realism

4. preterit/perfect and present tense

target 3: analysis

1. the difference of roles and the changes then and now

2. political effects on society

3. how to use different tenses to give details

4. How marriage negotiations and contracts were handled

target 4: knowledge utilization

1. students will be able to discuss trends from then and now

2. students will be familiar with realism in literature

3. students will be able to give details, ideas, and opinions in target language about German Prussian society

Target 1

Learning Goal 3

Select all applicable standards from the Standards tab.
Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

Target 1

Target 2

Target 3

Summative Assessment

1. Mid-unit quizzes vocabulary

2. Verbal created summary of chapters using a presentation in target language

3. comparison of women's roles in the US and Germany in the 19thC

4. comparison of acceptable women's clothing in the US and Europe in the 19thC and today

5. Test on comprehension

21st Century Life and Careers

Select all applicable standards from the applicable standards

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Formative Assessment and Performance Opportunities

1. "Do Now" activity

2. Exit slips

3. Review games

4. Surveys

5. Rough drafts

6. Think-pair-share activities

7. Peer-teaching and mentoring

8. Dictation exercises

9. Question and answer

10. Choral response

11. Teacher observation

12. Short activities produced by teacher and/or students

Accommodations/Modifications

- Presentation/response:

content is given from multiple access points, books, movies, video, music and digital media not just print

sharing notes or information for understanding

copy of notes

scale for unit given

use of TPRS methods for multiple learning strategies

respond in audio or written

use of dictionary

allow use of laptop for notes instead of hand writing

calculator when necessary

- Setting:

seat preference

testing environment

use of manipulative

noise buffer

- Timing:

additional time

breaks between tasks

- Scheduling:

may be taken in/with CST

- Organization:

help with time management

marking text/notes ir or with colors

coordinating planner-weekly outlook

- Assignment:

complete fewer problems or different assignment

modify projects or assignments for specific individuals

Unit Resources

Interdisciplinary Connections

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.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.