

Unit 04: La literatura romántica, realista y naturalista

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

Unit Title:	La literatura romántica, realista y naturalista
Suggested Duration:	3 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

World and America History

ELA

Social Studies

Art

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and

Rae.es

Arte Historia

Artehistoria.com

Biblioteca Virtual Miguel de Cervantes

Cervantesvirtual.com

CollegeBoard AP Classroom

[AP Spanish Literature and Culture](#)

<Animoto.com>: Student create videos for review and analysis

Dvolver: Digital Storyboarding

Extranormal: Digital Storyboarding

Google Docs: Whole class review

Powerpoint/Google slides presentations

Peer editing

Google Voice: For oral summaries and to record oral answer questions

Livebinder: Web Storage

<Rtv.es>: Audio information and author interview

Voki:Avatar storytelling

Wordle: or <<http://www.tagxedo.com/app.html>> Vocabulary or concept development

YouTube: <<http://www.artehistoria.jcyl.es/>>

Resources for author interviews, videos or works of art:

<http://www.rtve.es/alcanta/videos/la-entrevista/entrevista-ana-maria-matute/591370/>

<http://www.rtve.es/>

<http://cervantestv.es/tag/escritores/>

<http://www.cervantesvirtual.com/>

<http://www.artehistoria.jcyl.es/>

Standard(s) Addressed

ACTFL [World-readiness Standards for learning languages](#)

ACTFL [World-readiness Standards for learning languages summary](#)

STAGE I Desired Results

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<p>Objective (Transfer)</p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none">• <i>Paraphrase the literary text</i>• <i>Summarize the plot of a literary text</i>• <i>Explain literary texts using supporting details</i>• <i>Identify rhetorical figures and points of view</i>• <i>Describe stylistic features (structure, setting, timeframe, characters, style, point of view, tone)</i>• <i>Make distinctions between voices and stylistic features in order to establish differences in meaning</i>• <i>Make distinctions between voices and the author's perspective in order to establish differences in meaning</i>• <i>Identify features of a literary genre</i>• <i>Identify features of literary genre, literary periods, movements, historical and sociocultural contexts</i>• <i>Identify structural or rhetorical features in a text of the same period, genre, or literary movement</i>• <i>Explain how the content and stylistic features of a text relate to a genre, period, or literary movement</i>• <i>Explain how features of a text are characteristics of a genre, period or literary movement</i>• <i>Identify the literary movement to which a text belongs</i>• <i>Explain how literary movements reflect their cultural and historical context</i>

- Identify samples of formal and informal language
- Identify use of language registers to reflect social relationships in texts
- Identify linguistic features representative of the time and place in which a text was written
- Explain the relationship between linguistic changes and the historical/ geopolitical contexts
- Compare textual language and registers in texts produced in different historical, social, and geopolitical contexts
- Explain how behaviors and attitudes present in texts reflect sociocultural, geopolitical and historical contexts
- Explain similarities and differences in rhetorical and stylistic figures and points of view
- Explain the function of structural features in texts related by period, genre, or theme
- Explain the effect of rhetorical features in texts related by period, genre, or theme

Mastery

Big Ideas/Understanding

Students will understand that...

*Romanticism meant a break from the order, symmetry and objectivity of neoclassicism. Literary works in this unit purport the value of individual rights, creativity, idealism, and breaking away from the norm. Realism and naturalism is approached as a concurrent reaction to romanticism in the later part of the XIX century. These literary works portray descriptions of reality that employ regionalisms and dialects. The characters come from the middle to lower classes dealing with common social problems of the period. Students will know the difference in tone between the idealism in *La Tempestad* and the pessimism of the *Las Medias Rojas*.*

Essential Questions

1. De qué manera los autores usan el tiempo y el espacio para construir un estado de ánimo o un sentimiento?
2. ¿Cómo se representan las características de un movimiento o periodo literario en la literatura?
3. ¿De qué manera se transforma el/la protagonista a consecuencia de su relación con otros personajes y/o con su ambiente?

Acquisition

Students will know . . .

*Throughout the study of *En una tempestad*, by José María Heredia, *Rima LIII*, by Gustavo Adolfo Bécquer, and *Las medias rojas*, by Emilia Pardo Bazán, students will know the difference between a simple understanding of a text and its analysis. Student will know how to*

Students will be skilled at . . .

- (a) reading/listening to and comprehend literary texts;
- (b) identifying the theme from a text;
- (c) identifying or describing literary element, voices,

interpret the author's implied message paying attention to the literary features and considering cultural products, practices, and perspectives. Students will identify targeted themes and compare with other literary works both from the assigned reading and other resources handed by the teacher. In this light, students will know to connect the texts to their corresponding period or movement and to elaborate how the contexts contributed to the creation of each text.

and stylistic features;

(d) relating target language texts to genres, periods, movements, and techniques;

(e) situating textual language and registers within historical, social, and geopolitical contexts;

(f) relating texts to their contexts (historical, sociocultural, geopolitical, literary)

(g) describing structural or stylistic similarities and differences in two texts; (h) Present information in a descriptive form;

(i) creating a thesis that states the purpose;

(j) organizing information, concepts, and ideas in presentations with a logical progression of ideas;

(k) using a variety of vocabulary appropriate to literary analysis;

(l) producing a comprehensible written work by observing writing conventions of the target language;

(m) discussing texts and contexts in a variety of interactive oral and written formats;

(n) sharing literary texts through activities within and beyond the classroom setting;

(ñ) using pronunciation that is comprehensible to an audience in oral communication;

(o) self-monitoring and adjusting language production in oral and written communication.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Evaluation	Assessments
The AP Spanish Literature and culture exam evaluates student understanding of the skills and	Throughout the three weeks period students will be

required readings from each unit. Following the CollegeBoard exam format, the exam includes *multiple choice questions*: Part A-interpretive listening and Part B- reading analysis, and 4 *free-response questions*: 2 short answers and 2 essays. At the end of the two weeks, students will complete the Unit Exam.

Exam link

assessed through:

Topic questions: multiple choice and free response questions that check student understanding of each unit/topic

Personal progress checks meant to measure students progress through each unit.

Teacher created assessment adapted from the AP Classroom question Bank

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a balanced assessment system with Practices, Assessments, Evaluations.

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Época / moderna: El Romanticismo 1830 – Cuba

Obra: “En una tempestad”, de José María Heredia

Conexión temática: La sociedad en contacto / El tiempo y el espacio

Conexión con subtema y elementos literarios: el nacionalismo y el regionalismo, el imperialismo, la asimilación y la marginación, el individuo en su entorno, la naturaleza y el ambiente, la relación entre el tiempo y el espacio

Actividades: Actividad interpretativa: Los estudiantes leerán el poema “En una tempestad” y luego leerán el mismo poema en el siguiente video mientras ven las imágenes que se presentan dentro del video en YouTube <http://www.youtube.com/watch?v=vT5mk_JDV3Y> a la vez escucharán la música del video para poder hacer conexiones con el ambiente y el tono del poema. Además van a contestar una serie de

preguntas de selección múltiple o respuestas cortas correspondientes a los temas de la sociedad en contacto y el tiempo y el espacio dentro del poema.

Época / moderna: El Romanticismo 1860 – España

Obra: *Rima LIII “Volverán las oscuras golondrinas”, de Gustavo Adolfo Bécquer*

Conexión temática: *El tiempo y el espacio / Las relaciones interpersonales*

Conexión con subtema y elementos literarios: *el individuo en su entorno, la naturaleza y el ambiente, la amistad y la hostilidad, el amor y el desprecio, el texto y sus contextos*

Actividades: *Actividad interpretativa e interpersonal: Los estudiantes leerán el poema de Bécquer mientras escuchan la grabación de “Rima LIII” en:*

<http://bib.cervantesvirtual.com/servlet/SirveObras?portal=179&Ref=3820&audio=55> y en seguida contestarán una serie de preguntas con respuestas cortas. Además, los estudiantes verán y escucharán el video del Museo del Romanticismo: http://www.youtube.com/watch?v=55p4Pi_pyjo&feature=related y luego formarán ellos mismos una serie de preguntas sobre el periodo para que las contesten sus compañeros.

Época / moderna: El Modernismo 1891 – Cuba

Obra: *“Nuestra América”, de José Martí*

Conexión temática: *Las sociedades en contacto / La construcción del género / La creación literaria*

Conexión con subtema y elementos literarios: *la asimilación y la marginación, la diversidad, el imperialismo, el nacionalismo y el regionalismo, las relaciones sociales, la literatura autoconsciente, el texto y su contexto*

Actividades: *Actividad interpersonal: Los estudiantes formarán una lista de aforismos personales y célebres los cuales intercambiarán con sus compañeros para después compararlos con los aforismos de José Martí en “Nuestra América”. La profesora presentará una introducción al ensayo temático para que los estudiantes puedan tener una discusión en clase sobre los elementos y atributos de un buen ensayo. Habrá una serie de prácticas de tesis.*

Época / moderna: Realismo / Naturalismo 1923 – España

Obra: “Las medias rojas”, de Emilia Pardo Bazán

Conexión temática: *La construcción del género / Las relaciones interpersonales / La sociedad en contacto*

Conexión con subtema: *el machismo, el sistema patriarcal, la tradición y la ruptura, las relaciones de poder, las relaciones familiares, la asimilación y la marginación, la diversidad, las divisiones socio-económicas, el nacionalismo y el regionalismo*

Actividades: *Actividad interpersonal: Preguntas bajo y sobre la superficie. Los estudiantes completarán el cuadro de las cuatro conexiones que asigna la profesora. Los estudiantes deben construir un “Storyboard” digital con el programa Dvolver para ilustrar las complicaciones de las relaciones familiares dentro de la obra de “Las medias rojas” y la conexión del cuento con la cultura de la sociedad de esa época.*

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

Supplementary Materials:

<Amediavoz.com> (for audio poetry)

Aproximaciones al estudio de la literatura hispánica: McGraw-Hill, 2012

(7th Ed.) ISBN 13: 978-0-07-338537-2

Momentos cumbres de las literaturas hispánicas: Introducción al análisis

literario: Pearson Education Inc., 2004 ISBN 0-13-101645-8

Released exams by College Board

Texto y vida, Introducción a la literatura hispanoamericana: John Wiley & Sons, Inc. 2002 Mujica, Barbara Louise, ISBN 0-470-00249-2

<Artehistoria.com>: en YouTube

[Calendario escolar con lecturas](#)

[Términos básicos, intermedios, avanzados, épocas y corrientes literarias](#)

Texts and/or Artworks to compare

[El caminante sobre el mar de nubes](#), Caspar D Friedrich

[Hurricane at Tarpon Bend](#), Carl Brandien

[Canción del pirata](#), José de Espronceda

San manuel bueno, mártir, Unamuno

[Salmo XVII](#), Quevedo

[Arrufos](#), Belmiro de Almeida

[Rima XI](#), Bécquer

[En una tempestad](#), José María Heredia

[Paseo a orillas del mar](#), Sorolla

[¡Adiós, Cordera!](#), (with audio) Clarín

El hijo, Quiroga

[La tamalada](#), Lomas Garza

Diversity, Equity, & Inclusion

[Diversity, Equity & Inclusion](#)

Provide a brief description of how this unit addresses DE&I.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	