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| Diocese of Wheeling-Charleston | | | | | |
| Unit Planner | | | | | |
| Name of Teacher: Charles E. Pomroy April 2017 | | | Grade Level: 10 | | |
| Subject Area: English: Honors English 10 | | | Cross Curricular Opportunities:   Social Studies (historical events provoking the origin of modernism) and Religion (abandonment of absolutes of organized religion with the advent of relativism) | | |
| Unit Title: Modernism: The Rejection of Victorian Morality and the Rise of Relativism | | | Estimated Duration of Unit:  2 Weeks (All of Part 1 of Unit 5 in Am. Lit. text) | | |
| Overview of Unit: Students are helped to understand that literary works are never created in a vacuum but are, instead, the products of the times in which they were created. Therefore, the unit begins with a look at the historical events leading to the origin of the modernist movement in literature. The horrible carnage of “The War to End all Wars” brought about a period of growing disillusion and a discontent with what was called Victorian Morality and the teachings of organized religion. It was a move from a belief in certainties and absolutes to the view that life was disjointed and fragmented. The concept of relativism began to take root with the idea that truth and reality itself were subject to individual perceptions. Writers began to experiment with new techniques in their writing in an attempt to come to terms with a world which they believed offered no certainties or absolutes. Chief among these was the stream of consciousness technique. In brief, the Unit strives to establish the factors leading to the rise of modernism, set forth the major tenets of the movement, demonstrate the changes it brought to literary technique and the changes it brought to the way people perceived the world and the human experience in general. | | | | | |
| Forms of Text (non fiction/fiction): This Unit Plan utilizes numerous readings from Unit 5 of our American Literature Text: *Literature: Timeless Voices, Timeless Themes*, Prentice Hall. Part I of Unit 5. Readings will include samples of poetry, short stories and novels associated with the modernist movement during the period 1914 through 1946. | | | Teaching Strategies: Present and review historical timeline to emphasize the cultural and social changes leading to the rise of modernism.  Illustrate new approaches to writing: omission of exposition, transitions, and resolutions and the use of stream-of-consciousness narratives used to reflect the “fragmentation of the modern world.  Have students write in a variety of modes in response to situations and ideas presented in various selections from the unit. | | |
| Catholic Identity Connections: The implications of relativism in a culture that has shunned traditional social morality and the tenets of organized religion. | | | | | |
| Assessment (authentic/published - summative/formative): Write a paper analyzing W.H. Auden’s poem “The Unknown Citizen.”  Test on the techniques and goals of Imagist poetry. Write essay comparing and contrasting Modernism to previous literary movements such as realism and naturalism. | | | | | |
| **Standards Addressed** | | | | | |
| Standard Number | Standards | | | | |
| ELA.10.R.C1.1 | Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain. | | | | |
| ELA.10. 18 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently, at the high end of the grade 9-10 text complexity range. | | | | |
| ELA.10.21 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. | | | | |
| ELA.10.26 | Conduct short, as well as more sustained, research projects to answer a question or questions (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. | | | | |
| Description of Activity | | | Resources | | Date of Completion |
| Create an original imagist poem. | | | Textbook: *Literature: Timeless Voices, Timeless Themes*, Prentice Hall. Sample Imagist poems. | |  |
| Create a three-column chart comparing and contrasting characteristics of modernism with those of Realism and Transcendentalism. | | | Textbook, Fact sheet on realism/naturalism. | |  |
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| Differentiated Instruction Opportunities/Overview: | | | | | |
| Cross Curricular Opportunities: | | | | | |
| Standard Number | Standard Description | | Resources | | Date |
| SS.6-8.L.10 | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |  | Historical Timeline 1915-1945 illustrating events that directly or indirectly led to the rise of Modernism. | |  |
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| **Common Core Checklist** | | | | | |
| Writing | | | | | |
|  | Paragraph | | | | |
| x | Essay (narratives, fairy tales, realistic fiction) | | | | |
|  | Summary | | | | |
| x | Research Students write a research paper answering questions about the origin of modernism and major tenets of Modernism as a literary movement and the impact it had and continues to have on human perceptions and cultural standards. | | | | |
|  | Detailed answers (text supported) | | | | |
|  | Notes (note taking skills, outlines) | | | | |
|  | Complete sentences | | | | |
| Reading | | | | | |
|  | Informational text | | | | |
|  | Lexile | | | | |
| x | Complex literature | Students read Modernist and Imagist poetry, short stories and novels: Works by T.S. Eliot, Ezra Pound, William Carlos Williams, F. Scott Fitzgerald, John Steinbeck, Marianne Moore, E.E. Cummings, Wallace Stevens, Archibald MacLeish, W.H Auden, etc. | |  |  |
|  | Speaking | | | | |
|  | Listening | | | | |
|  | Varied strategies and instructional methods | | | | |
|  | Critical thinking in whole class discussion | | | | |
|  | Student led activities | | | | |
|  | common core standards (literature circles) | | | | |
| Technology | | | | | |
|  | Smartboard | | | | |
|  | Computers | | | | |
|  | iPads | | | | |
| X | Powerpoint, Elmo etc. Powerpoint programs on the characteristics of modernism as compared to realism and naturalism. Also a powerpoint to elucidate Wallace Steven’s poem “Anecdote of the Jar.” | | | | |
| Differentiated Instruction | | | | | |
| X | Used multiple resources | | | | |
|  | Domain Vocabulary | | | | |
|  | Cross-Curricular | | | | |
|  | Collaborative engagement (meaningful feedback) | | | | |
|  | Higher level learning and teaching | | | | |
| Assessment | | | | | |
|  | Project based | | | | |
| X | Writing prompt Essays analyzing modernist works. Research paper on modernism. | | | | |
|  | Portfolio | | | | |
|  | Observation | | | | |
|  | Quiz | | | | |
|  | Technology based | | | | |
| X | Test | | | | |
|  | Student created test | | | | |
|  | Presentation | | | | |
|  | Journal | | | | |
|  | Think, pair, share | | | | |
|  | Summary | | | | |
|  | Oral questioning | | | | |
|  | Analogy | | | | |
|  | Powerpoint, or movie maker | | | | |
| Authenticity | | | | | |
|  | Various activities | | | | |
|  | Inquiry, research and evidence | | | | |
|  | Evidence of time management and planning | | | | |
|  | Problem solving strategies | | | | |
| Summary of Unit: | | | | | |
| The Unit is an attempt to provide students with an understanding of the modernist view of humanity and the human experience, beginning with the historical and social factors that led to the rise of modernism as a literary movement. We examine some of the fundamental tenets of modernism, especially the idea of relativism and the abandonment of a belief in absolutes. We study the changes that took place in the literature and the new techniques modernism utilized in an attempt to explain the world they found themselves in following the First World War. For instance, how does one comprehend literature designed to tell us that life is incomprehensible? How does one come to terms with literature attempting to reflect a fragmented world by constructing their works out of fragments wherein they omit the usual expositions, the anticipated transitions, and neglect to provide resolutions? And then there is the question: Did Modernism really change the world, and if so, for better or for worse? These are questions we hope to answer in our study of Modernism. | | | | | |
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