



Unit Name: Reading Literature/Writing Literary Essays

Duration: Unit 4

Essential Questions:

What values did seventeenth century society endorse?

Why is carpe diem an important theme?

What are the important concepts in Metaphysical and Cavalier poetry?

Why is recognizing the point of view of the speaker an essential part of reading comprehension?

Does Milton successfully justify the ways of God to men?

Are heroes and anti-heroes always clearly detectable?

What values were evident in the eighteenth century?

Why is satire such an important writing tool?

How did the conflict between the Irish and English begin?

Why is Gulliver's Travels such a classic?

Enduring Understandings:

Readers will elements of Romantic period of literature

Readers will understand Seventeenth Century Society

Readers will look into the biographies of writers



Readers will understand elements of Metaphysical and Cavalier poetry

Writers will use Advanced Placement techniques to compose an analytical essay

Relevant Standards: RL 11-12. 1-10; RI 11-12. 1-10; W 11-12. 1, 2, 4-10; SL 11-12. 1- 8; L 11-12.1-6

Core Instruction: Teachers will blend reading, writing, and grammar into *Frankenstein* and *Prometheus*

Reading: Genre Literature/Romantic, Metaphysical and Cavalier Poetry

- Recognize personification, hyperbole, metaphor, rhyme scheme, and conceit
- Discuss the fear surrounding death
- Evaluate God's justification concerning "his ways" in Paradise Lost
- Detect the theme of carpe diem
- Understand the diary as an important genre
- Understand satire and irony
- Identify tone
- Learn word origin
- Recognize the skills of characterization
- Research writers

Writing: Writing an analytical essay on poetry

Students will understand the elements of Romantic, Metaphysical, and Cavalier Poetry

- Brainstorm to develop ideas
- Use of knowledge to create presentation
- Demonstrate understanding of thesis and be able to prove the statement
- Become familiar with many new words for vocabulary building



- Analyze poetry to compose essay

Grammar:

- Sentence Structure (simple, compound, complex, compound-complex); independent-dependent clauses; commas (these grammar skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)
- Demonstrate command of conventions of standard English capitalization
- Demonstrate command of conventions of standard English spelling
- Clarify meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

Interdisciplinary Connections

Students will work with history teachers to connect Romantic, Cavalier, and Metaphysical poets to their biographical background.

Tier 2 Vocabulary: according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, conclude, conclusion, consequence, consider, convey, correlate, credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, expository, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, proofread, reference, revise, review, respond, structure, succinct, support, symbolize, transition

Tier 3 Vocabulary: metaphysical, carpe diem, personification, hyperbole, metaphor, rhyme scheme, conceit

Core Instructional Materials/Resources/Digital Tools: (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)

Textbook: *Paradise Lost*, *The Diary of Samuel Pepys*, "A Modest Proposal," Boswell and Johnson work, *Gulliver's Travels*



21st Century Themes and Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Students will work in groups on Chromebooks to research metaphysical poets.

8.1 Educational Technology

8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5



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| | <div data-bbox="716 428 932 602" style="border: 1px solid black; padding: 5px;"> <p>Understand and use technology systems.</p> </div> | | |
| <p>Assessments and Performance Tasks:</p> | <p>Students will research and write biographical information in report on a metaphysical poet.</p> <p>Students will write literary essay based on poetry.</p> <p>Students will take test that consists of elements of poetry, analyzing a poem, identifying theme.</p> | | |
| <p>Differentiation/Accommodations/Modifications</p> | | | |
| <p>Gifted and Talented</p> | <p>English Language Learners</p> | <p>Students with Disabilities</p> | <p>Students at Risk of School Failure</p> |



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| <p>Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.</p> <p>Encourage creative expression and thinking by allowing students to choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two.</p> <p>Provide opportunities where students are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they</p> | <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary and important information</p> <p>Emphasize critical/key information</p> <p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</p> <p>Provide study guide and notes</p> <p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> | <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student request books on tape/CD / digital media, as available and appropriate.</p> | <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and</p> |
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| <p>pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Use Higher Level Questioning Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p> | <p>Consistent, immediate feedback</p> <p>Vocabulary files</p> <p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</p> | <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> | <p>appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete</p> |
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| | | <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish or accommodations / modifications for assessments.</p> | <p>assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish accommodations / modifications for assessments.</p> |
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