**Understanding by Design**

Unit Cover Page

Brief Summary of Unit (including curricular context and unit goals):

Within this unit, students will learn how to read analyze works of literature, specifically fiction and nonfiction texts. The students will learn the development of theme, point of view, character development, figurative language, and a variety of other literary analysis concepts to better understand author’s and their intended purposes. Students will develop these skills and this understanding through a variety of activities catering to the needs of multiple types of learners and differentiating as needed. By the end of the unit, students will complete a diary from the perspective of Charlie Gordon in “Flowers for Algernon”, depicting their understanding of main events and the development of theme throughout a work.

Unit design status: Completed template pages – stages 1, 2, 3

Completed blueprint for each performance task Completed rubrics

Directions to students *and* teacher Materials and resources listed

Suggested accommodations Suggested extensions

Status: Initial draft (date: \_\_\_\_\_\_\_\_\_\_\_) Revised draft (date: \_\_\_\_\_\_\_\_\_\_\_\_)

Peer Reviewed Content Reviewed Field Tested Validated Anchored

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Unit Title: “Dating” Authors & Their Texts Grade Levels: 8th

Topic/Subject Areas: Analyzing Texts/English & Reading

Key Words: Theme, figurative language, literature analysis, fiction & nonfiction, genre

Designed By: Kelsey Hayes Time Frame: 2 weeks

School District: Regent University School: Teacher Ed & IDS Dept.

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| STAGE 1 – DESIRED RESULTS | |
| **Unit Title:** “Dating” Authors & Their Texts  **Established Goals:** 8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama (VA SOL English 8.5).  a) Analyze how authors’ development of characters, conflict, point of view, voice, and tone convey meaning.  c) Explain the development of the theme(s).  d) Explain the use of symbols and figurative language.  f) Identify and analyze characteristics within a variety of genres.  g) Compare/contrast details in literary and informational nonfiction texts. | |
| **Understandings:** *Students will understand that…*   * All kinds of texts are written with a purpose that must be broken down and interpreted in order to be fully understood. * Knowing the genre of a work will help to give context for literary works, so readers can better understand the work’s intended meaning. | **Essential Questions:**   * How does knowing the genre of a work help provide context? * How should the author’s point of view, voice, and tone be taken into consideration when analyzing a work of literature? * How can learning the theme of a text help us to understand the text more fully? * How do our own worldviews and points of view affect the way we interpret an author’s work? * How does an author use symbols and figurative language to help readers better understand a text? |
| Students will know:   * Characters are the people in a novel or play. * Point of view (POV) is the perspective held by the reader, author, and character(s); POVs are an essential part in interpreting the meaning of a text. * Genre is the context and category that we place works of literature in order to assess them on a broader scale. * Tone is an author’s attitude toward a text, whereas the author’s voice refers to the author’s unique writing style. * Literary works are fiction works made up by an author, and informational nonfiction texts give facts. * Theme is the message and overall meaning of a work. * Conflict is a struggle between two opposing forces – man vs. nature, man vs. self, man vs. man. * A symbol is a thing used to represent something more abstract. * Figurative language is language that is meant to create an association, an image, or another effect in the mind of the reader that goes beyond the actual literal meaning or expected utilization of the words and phrases involved. | Students will be able to:   * Analyze how characters, conflict, POV, voice, and tone convey a text’s overall meaning. * Identify the theme and explain how it develops throughout a work. * Explain how symbols and figurative language can help explain a text’s overall meaning. * Identify a text’s genre and how it plays into the author’s intent. * Communicate the similarities and differences between a literary fiction text and a nonfiction text. * Understand how their own worldviews and POVs create the lens in which they read works of literature. |

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| STAGE 2 – ASSESSMENT EVIDENCE | |
| **Performance Tasks:**   * Diary of Charlie Gordon: GRASPS. The students will create a diary depicting the main events and themes of “Flowers for Algernon” from the main character’s perspective. * Students will work in small groups of 3-4 to create a mind map for their character of choice from “Flowers for Algernon”. * Anticipation/reaction guide: Students will respond to each statement on the anticipation guide for “Flowers for Algernon” and the nonfiction reading for the unit (pre-assessment). Then, they will respond after reading each assigned reading (Instruction for All Students, 110). | **Other Evidence:**   * Multiple choice quiz on the basic terminology used in this unit. * Slates and white boards: Students will have a review time every other day to make sure they are staying on track with their understanding of analyzing texts, specifically fiction and non-fiction (Instruction for All Students, 156). * Students will complete a KWL chart for homework. They will be pre-assessed on what they know about analyzing works of literature and will keep track of what they know, what they want to know, and what they have learned throughout the unit. |
| **Student Self-Assessment and Reflection**   * Personal opinion guide: Using a list of questions about the theme in a work of non-fiction, students will assess what they thought before reading the writing piece and how they feel after reading it (Instruction for All Students, 111). * Corners: Students will identify their opinions about different conflicts in “Flowers for Algernon” and the non-fiction reading. The classroom will be divided based on student’s opinions on the issue being presented. Think-Pair-Share will also be incorporated as students will take a moment to think of their response, move, and then discuss with a partner about why they believe what they do. One of the partners from the group will share with the class what they deduced about their opinions. The class will discuss how different POVs impact the way literature is interpreted (Instruction for All Students, 90). * Ticket to leave: At the end of each class, students will be given a different exit ticket question that they have to answer based on the reading or topics of discussion for that given day (Instruction for All Students, 115). | |

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| STAGE 3 – LEARNING PLAN |
| **Summary of Learning Activities:**  (list by number here and then complete the week-by-week planning calendar below using the same information)   1. Diary of Charlie Gordon: GRASPS. The students will create a diary depicting the main events and themes of “Flowers for Algernon” from the main character’s perspective. 2. Students will work in small groups of 3-4 to create a mind map for their character of choice from “Flowers for Algernon”. (Cooperative learning strategy) 3. Anticipation/reaction guide: Students will respond to each statement on the anticipation guide for “Flowers for Algernon” and the nonfiction reading for the unit (pre-assessment). Then, they will respond after reading each assigned reading (Instruction for All Students, 110). (Instructional strategy) 4. Multiple choice quiz on the basic terminology used in this unit. 5. Slates and white boards: Students will have a review time every other day to make sure they are staying on track with their understanding of analyzing texts, specifically fiction and non-fiction (Instruction for All Students, 156). (Instructional strategy) 6. Students will complete a KWL chart for homework. They will be pre-assessed on what they know about analyzing works of literature and will keep track of what they know, what they want to know, and what they have learned throughout the unit. 7. Personal opinion guide: Using a list of questions about the theme in a work of non-fiction, students will assess what they thought before reading the writing piece and how they feel after reading it (Instruction for All Students, 111). (Instructional strategy) 8. Corners: Students will identify their opinions about different conflicts in “Flowers for Algernon” and the non-fiction reading. The classroom will be divided based on student’s opinions on the issue being presented. Think-Pair-Share will also be incorporated as students will take a moment to think of their response, move, and then discuss with a partner about why they believe what they do. One of the partners from the group will share with the class what they deduced about their opinions. The class will discuss how different POVs impact the way literature is interpreted (Instruction for All Students, 90). (Instructional strategy & Cooperative learning) 9. Ticket to leave: At the end of each class, students will be given a different exit ticket question that they have to answer based on the reading or topics of discussion for that given day (Instruction for All Students, 115). 10. The class will read “Flowers for Algernon” and discuss the different themes, the elements of the story, and the use of figurative language. 11. The class will read JFK’s Inaugural Address and discuss the elements of nonfiction. 12. The class will compare and contrast the elements of nonfiction versus fiction and how that aligns with the story “Flowers for Algernon” and JFK’s Inaugural Address with a partner. (Cooperative learning) 13. TSW work with groups based on their interest groups and learning styles to explain the themes and their development in “Flowers for Algernon”. (Differentiation & Cooperative learning) 14. TTW read “The Giving Tree” to students and have them complete a KWL chart regarding the story’s themes to learn more about how the theme works in a simpler work, so they can apply what they have learned to tougher reads like “Flowers for Algernon”. (Instructional strategy) 15. Discuss GRASPS with the whole class. 16. Short responses to a passage in “Flowers for Algernon” to identify point of view, voice, and tone. 17. Discuss figurative language and its role in writing. TSW identify evidence of figurative language in “Flowers for Algernon” and JFK’s Inaugural Address and do a graphic organizer comparing and contrasting the different types of figurative language used. 18. TSW either draw or write different symbols found in “Flowers for Algernon” and will present to the class with a partner. (Differentiation based on learning styles & Cooperative learning) 19. Idea Mapping. TSW work through mapping out events in a fiction short story of their choice (from a selection of readings) and map out consequences in a story to help them track the plot and develop an awareness for conflict and theme. Students who need additional help will receive a partially filled out idea map to help guide them. (differentiated for learning readiness and interest) 20. HOOK/dress-up for Algernon: TTW dress-up like Algernon from “Flowers for Algernon” and perform a brief skit, offering a fun and engaging way for students to get excited about the unit. |

Stage 3 – Plan Learning Experiences and Instruction

Consider the WHERETO elements. You must include enough instruction for 10 lessons.

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 1. Pre-assessing terminology   * Learning Activity (LA) 20: Hook * Introduce standards & goals, essential questions, & GRASPS * LA 4: Terminology pre-assessment * Introduction to “Flowers for Algernon” (“Flowers”) * LA 3: anticipation/ reaction guide for “Flowers” * LA 9: Ticket to Leave * LA 10: Start reading “Flowers” for homework | 2. Conflict awareness in short stories   * LA 10: Continue reading “Flowers” * LA 19: Idea mapping * LA 9: Ticket to Leave * LA 6: KWL chart on analyzing works of literature homework * LA 10: Read “Flowers” for homework | 3. Theme & “The Giving Tree”   * LA 14: “The Giving Tree” & theme * LA 10: Read “Flowers” for homework * LA 6: KWL chart on analyzing works of literature for homework | 4. Discussing “Flowers for Algernon” & Symbolism   * LA 10: Read/discuss “Flowers” * LA 18: Symbols in “Flowers” * LA 5 Slates and white boards review * LA 9: Ticket to leave * LA 10: Reading “Flowers” for homework | 5. Discussing “Flowers for Algernon”, Opinion on the story, the story’s themes/ development of themes   * LA 10: Finish reading & discussing “Flowers” * LA 8: Corners. Student opinion on “Flowers” * LA 13: Themes and development in “Flowers” * LA 15: Discuss GRASPS |
| 6. Finishing “Flowers for Algernon”   * LA 16: Short responses to “Flowers” * LA 1: GRASPS. Diary of Charlie Gordon * LA 3: anticipation/ reaction guide for nonfiction and fiction | 7. Intro. To JFK’s Inaugural Address & Nonfiction   * LA 11: Read JFK’s Inaugural address * LA 7: Personal opinion guide on Inaugural Address * LA 1: GRASPS * LA 9: Ticket to leave | 8. Comparing & Contrasting Fiction & Nonfiction   * LA 12: Comparing and contrasting fiction and nonfiction * LA 17: Figurative language in fiction and nonfiction * LA 1: GRASPS | 9. Character mind mapping & work on GRASPS   * LA 2: Small group character mind mapping on “Flowers” * LA 1: GRASPS * LA 9: Ticket to leave | 10. Final day to work on GRASPS & submission   * LA 1: GRASPS. Diary of Charlie Gordon |