**Unit Plan:** Emerging Modernism

**Length of Unit:** 6 weeks

**Grade Level:** 11th

**Teacher:** Mrs. Hemer

**Summary:** This unit addresses early twentieth-century American literature, including writers of the Lost Generation and the Harlem Renaissance. The unit traces the emergence of American modernism, including literature from World War I, and tracks the literature of “disillusionment” that followed the war. Students explore Robert Frost's vision of nature as modernist rather than transcendentalist in its perspective. They identify the alienation of the modern man and the tensions that are embedded in the modernist works of F. Scott Fitzgerald and Ernest Hemingway. The works of Countee Cullen, Langston Hughes, and Zora Neale Hurston illustrate the breadth of the Harlem Renaissance literary movement. Informational and critical texts enrich the students' analysis of the literary works.

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| **Stage 1 –Desired Results** |
| **Iowa Core****RL.11–12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RL.11–12.6:** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **RI.11–12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **W.11–12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **SL.11–12.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **L.11–12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **Transfer** |
| Students will be able to independently use their learning to…Unit Objectives* Define and explain the origins of the Harlem Renaissance.
* Explore the relationship between historical events and literature as they emerge in the works of Harlem Renaissance poets and authors.
* Define and explain the *Lost Generation,* noting experimental aspects of some works.
* Note the relationship between themes in early twentieth-century American literature and nineteenth-century American thought.
* Identify modernist ideas (using the informational texts).
* Analyze the relationship between modernist style and content.
* Examine evidence of the alienation of “modern man.”
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| **Meaning** |
| **Understandings**Students will understand that… | **Essential Questions**Students will keep considering…* How did modernization result in isolation and disillusionment in the early American twentieth century?
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| **Acquisition of Knowledge and Skill** |
| **KNOWLEDGE**Students will know… | **SKILLS**Students will be skilled at… |

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| **Stage 2 – Evidence of Understanding** |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

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| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
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UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe