**Unit Plan:** Challenges & Successes of the 21st Century

**Length of Unit:** 6 weeks

**Grade Level:** 11th

**Teacher:** Mrs. Hemer

**Summary:** This unit concludes the exploration of the American experience by addressing literary and nonfiction texts that reflect the challenges and successes of America in the latter half of the twentieth century. The unit traces the flourishing of the American short story and the development of the novel and dramas since World War II. The unit includes a few titles from the twenty-first century as well. Students will read masters of the southern short story—writers such as Eudora Welty and Flannery O'Connor. The unit also explores works by Richard Wright and Ralph Ellison, whose texts expose tensions within the emerging African American literary tradition. The 1960s are rich with both informational and literary works mirroring profound cultural shifts in the American landscape. This unit also emphasizes how a changing political landscape, exemplified in the words of leaders such as John Fitzgerald Kennedy and Ronald Reagan, shaped the world in which we live.

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| **Stage 1 –Desired Results** |
| **Iowa Core****RL.11–12.5:** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **RL.11–12.7:** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) **RI.11–12.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **W.11–12.2:** 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. **SL.11–12.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **L.11–12.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | **Transfer** |
| Students will be able to independently use their learning to…Unit Objectives* Analyze the development of the short story in post–World War II America.
* Trace the development of the Southern Gothic tradition in American literature.
* Distinguish between the two distinct views within the African American literary tradition as represented by Richard Wright and Ralph Ellison.
* Explore the nature of African American literature during the Civil Rights movement following World War II.
* Recognize the emergence of dynamic views represented in literary texts by first- and second-generation Americans.
* Explain how the Beat Generation challenged traditional forms and subjects in literature.
* Identify multiple postmodernist approaches to critical analyses of literature.
* Note the influence that postmodernism has had on the “common reader.”
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| **Meaning** |
| **Understandings**Students will understand that… | **Essential Questions**Students will keep considering…* Does twentieth-century American literature represent a fulfillment of America's promise, as discussed in Unit Four?
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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