1. **Overview:**

For this first unit of American literature we (the class) will not only be investigating 17th century literature and poetry, but how to read it using tools such as the OED, discovering ways to analyze it and question it, and the reasons behind why it was written, and who are the people who wrote and how they lived. All of these skills will be practice throughout the semester to begin to gain proficiency in these abilities for individual work. This skills will work to prepare 11th grade students for post-secondary literature course work.

**B. Timeline:**

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| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday |  |
| **History and Development of English: Concept Lesson-**  Using the Writer’s Choice Textbook and OED Online as a class exercise, find the etymology of the words and define in Exercise 1 on page 760. Next students will think of five words in English and trace word etymology using OED Online. Write origin, date first appeared in English, and original meaning down for each word and turned in for grading. | **Introduction Colonial Lit.:**  **Direct Lesson-** Read “To My Dear And Loving Husband” By Anne Bradstreet and discuss both the poem and the poet. The students will use the OED to comprehend 17th century literature and the meaning of unknown words and phrases to find the meaning as the writer is using it. | **Colonial Lit. Cont.: Multimedia Lesson-**  Analyzing and discussing selected sections “From The General History Of Virginia” By John Smith. | **Colonial Lit. Cont.: Cooperative Lesson Plan-**  Before watching a recorded performance of Arthur Miller’s “The Crucible” students will investigate the people, motivates, and reasons behind the Salem Witch Trials. | **Colonial Lit. Cont.:**  **Choice Lesson/Socratic Method-**  Watching a recorded performance of *The Crucible* and discussing the motivation, themes, and language in the play*.* |

1. **Unit Standards, Goals, Objectives and Assessments:**

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| **Standards (content):**  *Reading Literature Standards:*  RL.1, RL.2, RL.3, RL.4, RL.5, RL.7, RL.9, RL.10  *Reading Informational Text:*  RI.1, RI.4, RI.6, RI.10  *Speaking And Listening Standards:*  SL. 1, SL.1a, SL.1c, SL.1d, SL.3  *Language Standards:*  L.1a, L.1b, L.3, L.3a, L.4,L.4a, L4b, L.4c, L.4d, L.5, |
| **Standards (technology):**  *Sources of Information:*  HS.SI.1 HS.SI.1.1 HS.SI.1.2 HS.SI.1.3  *Technology as a Tool:*  HS.TT.1.1 HS.TT.1.3 |
| **Unit Goals (1-3):**   * To become proficient in skills for inquiry and questioning, and analyzing literature in individual work. |
| **Unit Objectives (3-8):**   * Clarify the meaning of unknown and multiple meaning words and phrases to understand 17th, 18th, and 19th century poetry and literature and how etymology of a word can trace its source and use to find the meaning as the author or poet is using it. * Students will comprehend that many works of fictional literature are based on historical facts; that history and literature go hand-in hand. To understand the reasoning behind a novel as well as the subtext, we must sometimes understand the history behind it. * Understanding that many words in English language are based on words in other languages and the word etymology (word origin and usage) and its meanings through the centuries. |
| **Unit Assessments:**   * OED Pretest * Anne Bradstreet post test * 17th century literature project |

1. **Pre and Post Assessments with Grade book**

Below are document links to the Unit Pre Test, Final Project, Answer Keys/Rubric, and the Grade book.

1. **Differentiation**

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| **Model Lesson Plan** | **Type of Differentiated Instruction with short description. (Only need 4)** |
| Direct Instruction | Compacting-Demonstrating to students how using the OED will simplify and enhance their understanding of early American Literature. |
| Concept Development or Attainment | Independent Study- Student will pick out words from topics that are of interest to them or research words from their native language that an English word comes from for this lesson. |
| Inquiry | Flexible grouping- |
| Cooperative Learning | Flexible grouping- Assigning students to mixed abilities groups based on comprehension, analyzing, and discussion skills. |
| Choice (model of your choice) |  |

* **Concept Lesson**- I feel Lee will do well with the in the Concept lesson as she can choose words that relate to science or math. The lesson has a problem solving variable to it that she performs well in. She should not need any further assistance.
* **Direct lesson**- Lee may require guided notes for some assistance in the discussion phases of 17th century poetry, but again a portion of this lesson is has a problem solving variable to it that is one of her strengths.
* **Inquiry lesson-** Lee will struggle a bit more in this lesson then the previous two. There is a bit more of the creative learning styles that Lee struggles with to the Inquiry lesson. That is where she will be assisted by the flexible grouping as well as guided notes.
* **Cooperative Learning-** Although this is a more fact based lesson, there are several factors that Lee may struggle with. It will be necessary to connect the facts with the questions and could pose more than one answer. As Lee said, she does not like these types of questions. I feel the flexible grouping option will benefit Lee with this assignment.
* **Testing-** The final posttest has two options for students to choose from. The multimedia choice is more fact based that Lee will perform well and the letter writing option is more creative based that she could use with assistance for practice as a means of strengthening a weakness.