

Draft Grade 11 English Curriculum Unit
2011 MA English Language Arts Curriculum Framework 5/17/14

Unit : Nostalgia

Duration: 4 weeks

DESE Model Curriculum Unit adapted by R. Madera

Essential Questions& Enduring Understandings

1. What is nostalgia?
2. How is nostalgia part of being human?
3. What attributes make a piece of writing nostalgic?
4. What tools and compositional techniques do writers use to create nostalgic effects?
5. What choices do writers and authors make to help them reflect their own experiences and convey them to others?

Enduring Understandings:

U1: Nostalgia is an expression of longing and pain arising from both idealized memory of the past and longing for reliving the past. Nostos-“longing to return home” and “pain” (algia).

U2: Nostalgia is a human sentiment. It is also a universal emotion and a sometimes-disparaged literary element.

U3: A piece of writing is deemed nostalgic if there are human connections of longing for something from the past. Emotional “pulls” ranging from humor to regret can make a piece of writing nostalgic.

U4: Writers use tools and compositional techniques to create nostalgic repetition of words, images, sensory imagery, comparison, shift in perspectives, diction, irony, structure, and description. Studying these leads to the appreciation of the nuances of language.

U5: Writers have multiple choices for self-expression (e.g. , genre, point of view, language) that empower them to reflect on their own experiences and convey them to others.

Performance Task/Assessment: Curriculum Embedded Performance Assessment (CEPA)

Nostalgic Narrative: After reflecting on their journal entries, students will chose one event to develop into a narrative (memoir, poem, or short story). They will determine the emotional atmosphere they wish to create and the audience they wish to reach and develop the piece using techniques they learned from memoir, poetry, and short story writers studied in class. They will select the techniques that will work most effectively to convey the atmosphere. They will also write an analysis explaining their use of chosen strategies and what effects they are hoping to achieve.

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<p>Learning Objectives and Outcomes of Unit Plan (not lesson plans of MCU which lists lesson objectives)</p> <p>Students will...</p> <p>Know: <i>The etymology and various definitions of nostalgia, as well as related vocabulary such as sentimental, maudlin, homesickness, and longing.</i></p> <p>Know: <i>Literary techniques authors use to create nostalgic writing (irony, diction, tone, point of view, sensory imagery, figurative language, mood, atmosphere, pacing, repetition, and manipulation of time), as well as basic writing techniques such as punctuation, transitions, form, and sentence structure.</i></p> <p>Students will be skilled at:</p> <p><i>Explaining the importance of nostalgia in the human experience.</i></p> <p><i>S2: Analyze the techniques authors use to create nostalgic effects, especially irony, diction, and tone.</i></p> <p><i>S3: Connecting the definition of nostalgia with the ways it is manifested in various works, including their own.</i></p> <p><i>S4: Emulating authors' style and techniques to suit specific purposes in their own writing.</i></p> <p><i>S5: Creating nostalgic pieces on personal reflections on memories.</i></p> <p>Transfer: Students will be able to independently use their learning to... Understand the power of words and images to transform lives and provide insight into the experiences of other and understanding of cultures and historical periods.</p>	
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Vocabulary	Standards	Instructional Activities	Formative Assessments
Nostalgia Etymology of Nostalgia Sappy sentiment (negative connotation) “Longing to return home” (nostos) “Pain” (algia)	<p><u>Reading: CCSS.ELA-Literacy.RL.11.-12.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative language and connotative meanings; analyze the impact of specific word</p>	<p><u>Routine Writing</u> Journal entries, literary techniques chart, style exercises, interpretations of readings and other works, end-of-unit reflection. Clarity and thoroughness of explanations</p>	<ul style="list-style-type: none"> • Directed class discussions and inquiry questions. • Journal Entries in class and finished for homework • Voluntary shared journal entries

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<p>maudlin sentimental homesick/homesickness longing Frayer model memoir nostalgic themes</p>	<p>choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.</p> <p><u>CCSS.ELA-Literacy.RL.11-12.5</u> Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall meaning as well as its aesthetic impact.</p> <p><u>Language</u> <u>CCSS.ELA-Literacy.L.11-12.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>Writing</u> <u>MA.ELA-Literacy.W.11-12.3.A</u> Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual & society, moral dilemmas, the dynamics of tradition and change).</p> <p><u>CCSS.ELA-Literacy.W11-</u></p>	<p>Evidence of progress toward learning goals</p> <p><u>Analytical Writing (4-6)</u> Extended Journal Entries on how nostalgia is an essential aspect being human, drawing on big ideas in Psychology Today article and one other text. (Multiple sources)</p> <p>Students write an analysis explaining their use of chosen strategies in their synthesis essay, and what effects they are hoping to achieve.</p> <p><u>Synthesis Essay</u></p> <p>After studying several works with nostalgic elements, students will write a synthesis essay analyzing and comparing the nostalgic effects in two or more pieces written in different modes (e.g., film, poem, prose, ad, cartoon).</p> <p>(Blooms: evaluating (comparing, concluding, appraising))</p> <p><u>Research (1)</u></p>	<ul style="list-style-type: none"> • CEPA Writing Log • Guided reading response answers to text-dependent questions
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	<p>12.9 Draw evidence from literary or informational texts to support analysis, reflection and research.</p>	<p>The Synthesis Essay is also part research as it requires students to choose 3-4 sources to examine in their essays (including, potentially sources not studied in class such as songs or ads). Students will formulate a claim about nostalgia as a human experience (or alternatively, use one provided by the teacher) and support it with examples and quotations from the texts.</p> <p>(Blooms: synthesis, evaluating)</p> <p><u>Narrative (1-2)</u> Curriculum Embedded Performance Assessment CEPA Students write their own memoir in about 5 days (45 minutes daily) studied in class. Nostalgic Narrative: After reflecting on their journal entries, students will chose one event to develop into a narrative (memoir, poem, or short story). They will determine the emotional atmosphere they wish to create and the audience they wish to reach and develop the piece using techniques they learned from memoir, poetry, and short story writers studied in class. They will</p>	<p>CEPA Rubrics 52 MCU</p>
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		<p>select the techniques that will work most effectively to convey the atmosphere. They will also write an analysis explaining their use of chosen strategies and what effects they are hoping to achieve.</p> <p><u>Other</u></p> <ul style="list-style-type: none"> • Web quest to have students find, define, and apply key vocabulary. (Blooms: Apply) • Students will debate the effectiveness of their literary techniques used in CEPA and support or change their techniques based on peer and teacher feedback during writing workshops. (Blooms: Evaluate) 	
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<p>Reading Selections 3-5 short texts</p>	<p>Reading Selections 1 extended text</p>	<p>Other Resources: (links, media, technology)</p>
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<p>Poetry Atwood, Margaret “Bored” Collins, Billy “The Lanyard” Hayden, Robert “Those Winter Sundays” McKay, Claude “The Tropics of New York” “Nostalgia is Good Medicine” an article from Psychology Today “Fish Cheeks” by Amy Tan “Aria,” Chapter One of Richard Rodriguez’s autobiography <i>Hunger for Memory: The Education of Richard Rodriguez</i>.</p> <p>Other Suitable Short Stories for the Unit: Cather, Willa. Tom Outland Story (from <i>The Professor’s House</i>) Fitzgerald, F. Scott. “Babylon Revisited”</p>	<p>Other Suitable for Unit: Novels Fitzgerald, F. Scott <i>The Great Gatsby</i> Garcia, Cristina. <i>Dreaming in Cuban</i> Kinsella, W.P. <i>Shoeless Joe</i> Morisson, Toni. <i>Song of Solomon</i> Salinger, J.D. <i>Catcher in the Rye</i></p>	<p>Avalon (1990) Barry Levinson’s poignant film, the third in his Baltimore series. (Lesson 8) Optional Technology Integration: Many of the MCU lesson texts are online and could be posted a shared Google Doc for students to access.</p> <p>Other Suitable for Unit: Films Field of Dreams (1989) Visual Art: Jacket art of <i>The Great Gatsby</i> by Francis Cougat (1925) Poets</p> <ul style="list-style-type: none"> • Neruda, Pablo • Keats, John • Frost, Robert. “Acquainted with the Night,” “Bereft” • Whitman, Walt • Williams, William Carlos. “The Widow’s Lament in Springtime” • Wordsworth, William. “Tintern Abbey” <p>Music: Simon, Paul. <i>Bookends</i> Memoirs-Essays Capote, Truman. “A Christmas Memory” Lahiri, Jhumpa “Indian Takeout” White, E.B. “Once More to the Lake”</p>
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Unit: The Art of Persuasion and the Craft of Argument: Rhetorical Analysis and Annotation (MCU adapted by R.M)

Overview: To be informed and contributing citizens in a democracy, students must develop analytical skills to recognize and understand the tools of argument and persuasion, as well as persuasive skills, including the ability to analyze and integrate evidence appropriate to their audience. This unit will teach students the elements of rhetorical analysis.

Duration: 450-600 minutes or 10-12 Days (6-7 days of 84 minute blocks)

Essential Questions:

1. How do writers and speakers persuade audiences?
2. How do audience and occasion impact a speech?
3. How does the mode of delivery shape the message?
4. How are we using new technologies to persuade and craft arguments?

Enduring Understandings:

1. Writers and speakers persuade audiences using rhetorical tools appropriate for setting, emphasis, and audience appeal.
2. A

Performance Task/ Assessment: CEPA After reading and listening to Severn Suzuki's speech to the 1992 UN Earth Summit in Rio de Janeiro, students will compose a detailed persuasive essay in which they argue their claim about the effectiveness of Suzuki's speech by identifying and evaluating the rhetorical devices in her speech. This essay will be written over a couple of days and will include revising a draft. Variability of learners in class will require adaptations.

For ELLs: WIDA Can-Do Descriptors, Grades 9-12 are an adaptation source.

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Learning Objectives and Outcomes

Transfer: Students will be able to independently use their learning to....

Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes.

Communicate ideas effectively in writing to suit a particular audience and purpose.

Students will know

K1: Writers have choices for text structure.

K2: Rhetorical strategies are used to contribute to the power and persuasiveness of a text.

K3: How to write persuasive texts based on effective organization an analysis.

K4: How to evaluate text to identify the writer’s use of reasoning.

Students will be skilled at

S1: Identifying and analyzing the effectiveness of text structure.

S2: Analyzing the rhetorical strategies used to convey a position and perspective.

S3: Conveying complex ideas, concepts, and information.

S4: Evaluating the effectiveness of an argument.

Vocabulary	Standards	Instructional Activities	Formative Assessments
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Ethos Pathos Logos	Reading CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an	<u>Routine Writing</u> • Journal used to explore narrative writing.	
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<p>Occasion Audience Speaker Rhetoric Rhetorical Rhetorical elements Understatement Hyperbole Glossary of Terms accompanying Frederick Douglass’s speech Additional rhetorical terms on www.virtualsalt.com/rhetoric/htm</p>	<p>author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CCSS. ELA-Literacy.RI.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.</p> <p><u>Writing</u> CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>Speaking & Listening</u> CCSS.ELA-Literacy.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.</p>	<p><u>Analytical Writing (4-6)</u></p> <ul style="list-style-type: none"> • Open-response based on exam-style excerpts • Long composition based on exam-style composition questions and student reading <p><u>Research (1)</u></p> <p><u>Narrative (1-2)</u></p> <ul style="list-style-type: none"> • Biography essay from the perspective of the subject being studied. <p><u>Other</u></p> <ul style="list-style-type: none"> • Students will debate the validity of an argument and support their position base of evidence from the text. (Blooms: Evaluate) 	
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Reading Selections	Reading Selections	Other Resources:
3-5 short texts	1 extended text	(links, media, technology)

<p>Coretta Scott King’s “The Death Penalty is a Step Back”</p> <p>Brutus’s and Marc Antony’s speeches from Julius Caesar</p> <p>Frederick Douglass “What to the Slave is the Fourth of July?”</p> <p>Severn Suzuki’s speech at the United Nations Earth Summit in Rio de Janeiro in 1992. Text and video can be found online.</p>		<p>Video of the Douglass speech performed by Danny Glover on YouTube</p> <p>Graphics: Rhetorical Triangle (Modified Aristotelian Triangle) Spoke-Model Aristotelian Rhetorical Triangle (SMART Chart)</p>
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SAMPLE