

Unit 7: Depression & World War

Start day: 128

Meetings: 10 days

Skills and Concepts

- Understand how poetry, prose and film reflect the social, cultural, and political landscape of the period in which they were written.
- Understand how different portrayals of the same text share important similarities and differences.
- Read a novel independently and develop an understanding of its tone and theme as it relates to the period in which it was written.
- Read several pieces of literary criticism to develop a deeper understanding a novel's tone and theme with respect to the period in which it was written.
- Create and defend a literary argument that incorporates both primary and secondary sources.
- Use correct MLA formatting

Unit Summary

In this unit, students explore the impact the Great Depression and World War II had on America, its people, and its literature. The unit begins with an exploration of selected chapters from John Steinbeck's *The Grapes of Wrath* and a comparison of scenes from the John Ford's film version of the novel. The focus shifts to the advent of World War II and the prose and poetry that arose from this conflict. Students choose and read a major text written during or inspired by this period of American history and read literary criticism focused on this text, ultimately producing a final argumentative essay emphasizing synthesis of this information.

Essential Questions

- ***To what extent was the generation of the Great Depression and World War II era "The Greatest Generation"?***
 - *What influence did the Great Depression have on American culture?*
 - *In what ways do Modern authors capture the essence of the Great Depression through their literature?*
 - *How did WWII impact the home front and the development of America's Post-Modernist sensibilities?*

Learning Progressions

Cluster	Before	During	After
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Reading			
Writing			
Speaking/Listening			
Language			

Academic Vocabulary Tier II

Vocabulary from *The Grapes of Wrath* and selected literary criticisms

Domain Specific Vocabulary

Post-Modernism

Literary Texts

ANCHOR TEXTS

- **OUTSIDE READING TEXTS: *THE SUN ALSO RISES, THIS SIDE OF PARADISE, THE CATCHER IN THE RYE, ON THE ROAD, SLAUGHTERHOUSE FIVE, THE BELL JAR, SULA, I KNOW WHY THE CAGED BIRD SINGS, A LESSON BEFORE DYING*, Etc. (STUDENTS CHOOSE ONE)**

SUPPLEMENTARY TEXTS:

- From *The Grapes of Wrath*, John Steinbeck
- From *The Greatest Generation*, Tom Brokaw
- Poems by Randall Jarrell ("The Death of the Ball Turret Gunner," etc.)
- Poems by Robert Lowell ("Homecoming," "History")
- Poems by Howard Nemerov (from *War Stories*, etc.)
- Poems by Marianne Moore ("Poetry," etc.)
- Poems by Gwendolyn Brooks ("Negro Soldier," "The Pool Players: Sevel at The Golden Shovel", etc.)
- Poems by Muriel Rukeyser ("Absalom," etc.)
- Various critical essays

WEB RESOURCES:

- Poets.org
- Poetryfoundation.org
- Poemhunter.com
- eNotes.com
- Novels for Students
- Opposing Viewpoints
- Literature Resource Center
- Literature-in-Context
- Gutenberg Files
- Library of Congress

Informational Texts

Suggested Interims - Benchmarks

1. Baseline Assessment
2. Focus Correction Area Writings: stance, transitions, use of evidence, topic sentences, organization
3. Comprehension Quizzes for Selected Readings: multiple choice and on-demand writing responses
4. Essay Writing Process: Draft thesis statements, outlines, drafting, MLA formatting

End of Unit Common Task

1. Origin Myth (narrative writing)
2. *The Crucible* Argumentative Essay
3. Native-American Colonial Contract Group Presentation

Content

Name	Description	Type
Graphic Organizers from Core Six.docx	Graphic Organizers from Core Six.docx	label.contentType.docx

Learning Plan Instructional Strategies

1. Instructional strategies/activities
 - a. Reading: source information sheets, active reading strategies, summary and analysis, concept mapping,

- b. Writing: outlining, drafting, peer review, revising, Yes Test formatting, sandwiching text, transitions
- c. Speaking and Listening: guest speakers, small group discussion

Core Shifts to be Incorporated

Research: critical essay assignment requiring information from multiple secondary sources

Compare/Contrast: novel-to-film, various literary criticisms on same text/topic

Reading for Meaning: note-taking guides/source information sheets, active reading, jigsaw

Vocabulary CODE: contextual (cultural, critical, etc.) clues

Write to Learn: pre-writing activities, warm-up writing, Focus Correction Areas, preview questions, stop and write, reflective response, exit tickets, annotations

Circle of Knowledge: group discussions, shared inquiry questions, parking lots, chalk talk

Inductive Learning: research assignments, Focus Correction Area writing, vocabulary strategies

Differentiation for Struggling Learners

1. flexible grouping (interest/topic), mentor texts, topic choice, guided reading and summary

Differentiation for ELLs

Differentiation for Extension

text and topic selection

Common Misconceptions

Students often perceive literary criticism as having to be negative or “critical” in its tone and content.

Instructional Resources

Suggested and Required Text