

Unit 5: Realism

Start day: 108

Meetings: 10 days

Skills and Concepts

- Identify aspects of Realism.
- Identify and analyze Twain's use of satire.
- Demonstrate understanding of definitions and context of difficult vocabulary words.
- Select relevant textual evidence to support a focus statement.
- Integrate specific textual evidence into an informational essay.
- Structure and deliver an effective informational essay incorporating secondary source(s).

Unit Summary

In this unit, students explore the transition from Romanticism to Realism, with emphasis on the works of Mark Twain. The unit begins with an introduction to Realism and an application of the characteristics of Realist literature to short supplementary texts. This is followed by an introduction to satire with specific emphasis on Mark Twain and *The Adventures of Huckleberry Finn*. The unit concludes with an exploration of race relations and the introduction to literary criticism and opposing viewpoints.

Essential Questions

Why did America make the change from Romanticism to Realism and how did it impact literature?

- What are the identifying characteristics of Realism?
- What is satire and how does it help to convey an author's message?
- How did race relations impact American Literature?

Learning Progressions

Cluster	Before	During	After
Reading			
Writing			

Speaking/Listening			
Language			

Academic Vocabulary Tier II

Satire

Realism

Naturalism

Domain Specific Vocabulary

The Adventures of Huckleberry Finn Vocabulary List

Literary Texts

ANCHOR TEXTS:

***THE ADVENTURES OF HUCKLEBERRY FINN* BY MARK TWAIN**

“THE STORY OF AN HOUR” BY KATE CHOPIN OR “A WAGNER MATINEE” BY WILLA CATHER

SUPPLEMENTARY TEXTS:

“Division, Reconciliation, and Expansion: The Age of Realism”

“To Build a Fire” by Jack London

“We Wear the Mask” and “Douglass” by Paul Dunbar

Paintings by Winslow Homer

Satirical political editorials, op-ed, and cartoons

Culture Shock: Born to Trouble documentary

“60 Minutes” documentary *Huckleberry Finn and the N-Word* (cbs.com)

WEB RESOURCES:

1. eNotes.com
2. Gutenberg Files
3. Library of Congress: American Memory www.memory.loc.gov/amem/
4. Novels for Students
5. Literature Resource Center
6. Ted.com
7. Poetryfoundation.org
8. Poets.org
9. pbs.org/marktwain
10. The Literature Network: Mark Twain www.online-literature.com/twain/
11. Cbs.com
12. Banned and Challenged Books www.ala.org/advocacy/banned
13. The Rise and Fall of Jim Crow http://www.pbs.org/wnet/jimcrow/stories_events_harlem.html

Informational Texts

Suggested Interims - Benchmarks

1. Focus Correction Area Writings: stance, transitions, use of evidence, topic sentences, organization
2. Comprehension Quizzes for Selected Readings: multiple choice and on-demand writing responses
3. Vocabulary Quizzes on *The Adventures of Huckleberry Finn*
4. Seminar Preparation Questions

End of Unit Common Task

Informational Paper on *The Adventures of Huckleberry Finn*

Socratic Seminar on Race

Learning Plan Instructional Strategies

1. Instructional strategies/activities:
 - a. Reading: comprehension quizzes, graphic organizers, note-taking, active reading, summary and analysis, inferences and vocabulary in context (CSSD), caricature activity (illustrations), synectics

- b. Writing: modeling/ anchor activities, process activities, sandwiching text, transitions, sentence correction skills sessions
- c. Speaking and Listening: note-taking, Socratic Seminar, “accountable talk”

Core Shifts to be Incorporated

Research:

Compare/Contrast: audio text, video interpretations

Reading for Meaning: guided reading chart, guided reading questions, note-taking guides, active reading, preview questions, stop and write, reflective response, KWL, turn and talk, annotation, MIAGI, close reading of characterization, finding text-based evidence

Vocabulary CODE: fist lists, power decoding, concept maps, use it or lose, metaphor and similes, 3-way tie, use it or lose it, 3’s a crowd

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: Socratic seminars, group discussions, presentations, shared inquiry questions, parking lots, chalk talk

Inductive Learning: Socratic seminars, Focus Correction Area writing

Content

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

Differentiation for Struggling Learners

1. mentor texts, graphic organizers, study guides, chunking text, cubing, guided reading questions, vocabulary strategies

Differentiation for ELLs

Differentiation for Extension

Supplemental readings, additional sources for essay

Common Misconceptions

That racism has been solved and is no longer an issue in America.

That censorship no longer exists in America.

Instructional Resources

Suggested and Required Text