

Unit 8: Contemporary

Start day: 138

Meetings: 30 days

Skills and Concepts

- Identify characteristics of Contemporary Literature from various texts.
- Understand the influence that historical conflict had on the development of the Contemporary Literature.
- Understanding how the characteristics of previously studied literary movements present themselves in Contemporary Literature: Native Americans, Age of Reason, Romanticism, Transcendentalism, etc.
- Understanding various cultural movements and or social issues as they present themselves in Contemporary Literature: Cold War, Civil Rights, Female Rights, Vietnam Protest, MTV society .etc.
- Vocabulary from *The Things They Carried*

Unit Summary

In this unit, students explore the evolution of Contemporary Literature. The unit begins with a study of the characteristics of Contemporary Literature, and how they have been shaped by previous literary movements. Students will read both poetry and short stories in order to identify the use of various contemporary literary techniques. The focus of the unit shifts to the influence that historical conflict had on contemporary writings. Students will analyze the influence that both World War II and Vietnam had on contemporary works through an analysis of war-time poetry as well as the novel *The Things They Carried*. The unit concludes with a study of various pieces of Contemporary Literature that reflect cultural movements and/or social issues

Essential Questions

- ***How is Contemporary Literature an eclectic blend of literary styles that have been shaped by our past?***
 - *How do we define Contemporary Literature?*
 - *How do historical events/conflict influence Contemporary writing?*
 - *How do contemporary social issues influence the literary landscape?*

Learning Progressions

| Cluster | Before | During | After |
|---------|--------|--------|-------|
| | | | |

| | | | |
|--------------------|--|--|--|
| Reading | | | |
| Writing | | | |
| Speaking/Listening | | | |
| Language | | | |

Academic Vocabulary Tier II

Domain Specific Vocabulary

Post Modernism

Contemporary Literature

Literary Texts

1. *The Things They Carried*

SUPPLEMENTARY TEXTS:

1. "The First Seven Years" by Bernard Malamud
2. "Everyday Use" by Alice Walker
3. "I Stand Here Ironing" by Tillie Olsen
4. "Mirror" by Sylvia Plath
5. "In a Classroom" by Adrienne Rich
6. "45 Mercy Street" by Anne Sexton
7. "Straw into Gold" by Sandra Cisneros

Web Resources:

1. Literature Resource Center

2. *Things They Carried Resources* : <http://www.illyria.com/tobsites.html>
3. *"Everyday Use"* : xroads.virginia.edu/~ug97/quilt/walker.html
4. "I stand Here Ironing": <http://www.teachersites.schoolworld.com>
5. Ted.com
6. Poetryfoundation.org
7. Poets.org
8. Literature Resource Center

Informational Texts

Suggested Interims - Benchmarks

1. Focus Correction Area Writings: topic sentences, organization
2. Comprehension Quizzes for Selected Readings: multiple choice and on-demand writing responses
3. Seminar Preparation Questions

End of Unit Common Task

1. On Demand Paragraph
2. Socratic Seminar

Learning Plan Instructional Strategies

1. Instructional strategies/activities
 - a. Reading: comprehension quizzes, graphic organizers, note-taking, active reading, summary and analysis, inference, vocabulary in context (CSSD)
 - b. Writing: on demand paragraph
 - c. Speaking and Listening: round table discussions, Socratic seminar

Core Shifts to be Incorporated

Research:

Compare/Contrast: audio text, venn diagram, top hot

Reading for Meaning: guided reading chart, guided reading questions, note-taking guides, active reading, preview questions, stop and write, turn and talk, annotation, MIAGI

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, annotations

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

Inductive Learning: Socratic seminars, Focus Correction Area writing, vocabulary strategies

Content

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

Differentiation for Struggling Learners

1. audio book, mentor texts, graphic organizer, chunking, guided reading questions

Differentiation for ELLs

Differentiation for Extension

1. Offer choice for seminar questions, steer motivated students to more complex questions that require the integration of secondary sources; offer leadership roles (i.e. moderator) to seminar.

Common Misconceptions

Instructional Resources

Suggested and Required Text