

Unit 5: Realism

Start day: 101

Meetings: 79 days

Skills and Concepts

Student objectives/skills (what will students be able to do at the end of the unit?):

- 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

Students will focus on the transition from Romanticism to Realism, with emphasis on the works of Mark Twain. Students will explore not only the significance of the novel in its day, but also the controversies that have followed since its publication. Students will also analyze the role of satire in Twain's works. During this unit, students will be introduced to literary criticisms and their role in examining a piece of literature. The final piece of this unit will focus on producing an explanatory essay using both primary and secondary sources.

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?
- What is a literary criticism and how can writers use them to analyze literature?

Learning Progressions

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

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

Academic Vocabulary Tier II

satire[PD1]

[PD1]We need to build up the vocabulary

Domain Specific Vocabulary

Realism,

Literary Texts

Anchor texts:

Adventures of Huckleberry Finn— Mark Twain

Supplemental:

“The Damned Human Race”—Mark Twain

Literary Criticisms

Informational Texts

Suggested Interims - Benchmarks

Frequent reading comprehension quizzes, Focus Correction Area writing assignments,

End of Unit Common Task

Informational essay with secondary support

Learning Plan Instructional Strategies

1. **Instructional strategies/activities:** class discussions, focus correction area writing assignments[PD1] , “accountable talk,” vocabulary building, writing workshops/conferences, lit circles, carrousel activities, jigsaw, “Culture Shock” video,

[PD1]We should be connecting to other modalities...what about art, music, etc...How are we making this engaging and what changes are being made to the current curriculum? Have you considered a more recent article, short story, novel, film etc that has created similar questions and reactions to make connections?

Core Shifts to be Incorporated

1. **shifts**[PD1]

[PD1]See previous units

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,

Differentiation for ELLs

Differentiation for Extension

1. Supplemental readings, opportunities for independent research, additional sources for essay

Common Misconceptions

Students underestimate the literary value of humorous texts.

Instructional Resources

Suggested and Required Text