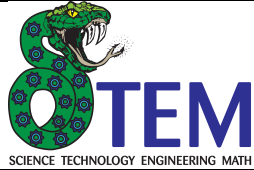


Unit 1: Hunter Museum - Innovating Art

Unit Length: 7 Weeks



Language Arts Unit Plan

Teacher: Greg Kubisak

Grade: 10

Course: English

Unit Title: Hunter Museum – Innovating Art

LEARNING TARGETS

Craft and Structure

- I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text. (CCSS.RL10.4)
- I can analyze the impact word choice has on the meaning or tone of a text. (CCSS.RL10.4)

Integration of Knowledge and Ideas

- I can analyze the representation of a topic in two different mediums, including what is emphasized or missing in each (CCSS.RL9-10.7)

Comprehension and Collaboration

- I can integrate multiple sources of information while evaluating the credibility and accuracy of each source. (CCSS.SL.9-10.2)

Presentation of Knowledge and Ideas

- I can strategically use digital media to enhance understandings and add interest. (CCSS.SL.9-10.5)

UNIT OVERVIEW

Overall summary of the unit, activities, tasks, and/or content.

In this unit, students will explore themes of the American Dream and discuss how the excesses of the 1920s led to the Great Depression. Through reading and analysis of F. Scott Fitzgerald's *The Great Gatsby*, students will learn about important literary and textual components such as how an author's word choice affects the meaning of a text.

Simultaneously, students will be developing an argumentative essay laying out the case for what makes art in their PBL groups. To support this, students will learn about rhetorical strategies to properly support and develop their arguments, as well as make connections to word choice and persuasion.

MOTIVATORS

Hooks for the unit and supplemental activities. (PBL scenarios, video clips, websites, literature)

~ Students will research 1920s slang and make a case to the class for which terms they feel should make a comeback. Students will compare a TED video on consumerism to themes in *The Great Gatsby*. Students will also create their own newscast in which they analyze the social and political climate of the 1920s and relate it to *The Great Gatsby*.

Week	Learning Targets	Materials & Resources	Instructional Procedures	Differentiated Instruction	Assessment
1	Craft and Structure (CCSS.RL.9-10.4)	iPad Apps: <ul style="list-style-type: none"> • GoodNotes for composing and notating texts • Edmodo for turning in assignments • Google Docs for composing texts • Google Drive for organizing and sharing class documents Apple TV AirPlay PowerPoint, Prezi, or Keynote <i>They Say/I Say</i>	<u>Essential Questions</u> What strategies can I use to determine the meaning of words or phrases as they are used in a text? Which words or phrases contribute most to the meaning of the text? <u>Set</u> Students will find 1920s slang words and define, then find modern-day equivalents in small groups <u>Teaching Strategies</u> Teacher will discuss connotative and denotative meanings. Students will research 1920s slang terms and find modern-day equivalents and present their findings to the class. After presentations, a class discussion will be held about ways we can determine meaning by comparing the phrases and their meanings. To support the PBL learning targets, students will begin working with <i>They Say/I Say</i> templates to develop and support arguments. <u>Summarizing Strategy</u> Students will demonstrate understanding of strategies to find meaning by presenting the slang terms they found to the class and explaining at least one strategy to find meaning. <u>Homework</u> Students will complete 1920s slang word lists.	<u>Remediation</u> Peer Tutoring Office Hours <u>Enrichment</u> Students will find an interesting issue from the 1920s to present informally to the class or teacher. <u>Learning Styles</u> Collaborative (social) Auditory Visual Physical	<u>Formatives:</u> -Group presentation on slang/vocabulary strategies. -TS/IS <u>Article of the Week</u>
2	Craft and Structure. (CCSS.RL9-10.4) PBL LT 1: Text Types and Purposes (CCSS.w.9-10.1)	<i>The Great Gatsby</i> iPad Apps: <ul style="list-style-type: none"> • GoodNotes for composing and notating texts • Edmodo for turning in assignments • Google Docs for composing texts • Google Drive for organizing and sharing class documents Apple TV AirPlay <i>They Say/I Say</i>	<u>Essential Questions</u> What connections are there between the events in the 1920s and those depicted in <i>The Great Gatsby</i> ? How does considering others' viewpoints help me to clarify my own points? Which words or phrases contribute most to the meaning of the text? How do the author's words affect the meaning of the text? <u>Set</u> Teacher will read part of the first chapter of <i>The Great Gatsby</i> in order to help students access the novel and its complex sentence structure. Students will also watch the opening scene of the movie to help them visualize the setting. <u>Teaching Strategies</u> Teacher will read aloud the beginning of CH 1 to help students get a feel for the flow of the text. Teacher will model strategies to determine meaning and connotations. Teacher will call on random students to suggest and demonstrate strategies to determine meaning. Close reading for part of CH 1. Students will annotate text. Students will determine words that impact the meaning of <i>The Great Gatsby</i> and consider the effects of different word choices.	<u>Remediation</u> Peer Tutoring Office Hours <u>Enrichment</u> Students will research the "American Dream: and discuss how it has changed over time. <u>Learning Styles</u> Collaborative (social) Auditory Visual Physical	<u>Formatives:</u> -Text-dependent questions to check for understanding of assigned reading -Close reading assessment

			<p>Students will analyze an <u>Article of the Week</u> (AoW) comparing expert opinions and research to their own ideas.</p> <p><u>Summarizing Strategy</u> Students will show understanding of the impact of author word choice by choosing words from <i>The Great Gatsby</i> and listing the connotative and denotative meanings and analyzing how word choice affects the meaning of the novel.</p> <p><u>Homework</u> Read <i>The Great Gatsby</i> CHs 1-2</p>		
3	<p>Integration of Knowledge and Ideas. (CCSSRL9-10.7)</p>	<p><i>The Great Gatsby</i> iPad Apps:</p> <ul style="list-style-type: none"> • GoodNotes for composing and notating texts • Edmodo for turning in assignments • Google Docs for composing texts • Google Drive for organizing and sharing class documents <p>Apple TV AirPlay <i>They Say/I Say</i></p>	<p><u>Essential Questions</u> How does the director's treatment of a scene in the movie, <i>The Great Gatsby</i>, compare with the writer's depiction in the novel? Which elements does the author or director use to emphasize some aspect of the story or character portrayed? What is not included?</p> <p><u>Set</u> Students will compare a scene from at least one movie version of <i>The Great Gatsby</i> with a scene from the novel.</p> <p><u>Teaching Strategies</u> Students will discuss close reading questions, then watch a scene from the movie.</p> <p>Students will think/pair/share observations and comparisons then write about similarities and differences. Students will then analyze why the director strayed from the novel and discuss how it impacts the meaning viewers glean.</p> <p>Students will find vocabulary words from chapters 1-2 in <i>The Great Gatsby</i> and list connotative and denotative meanings. They will analyze how the author's word choice impacted meaning in the text.</p> <p><u>Summarizing Strategy</u> Students will show understanding of how a director's interpretation of a novel can contrast with the author's interpretation through group discussion and brief writing assignments.</p> <p><u>Homework</u> Read <i>The Great Gatsby</i> CHs 3-5 MLA Works Cited for <i>The Great Gatsby</i></p>	<p><u>Remediation</u> Peer Tutoring Office Hours</p> <p><u>Enrichment</u> Students will compare the same scene to another version of the movie.</p> <p><u>Learning Styles</u> Collaborative (social) Auditory Visual Physical</p>	<p><u>Formatives:</u> - Text-dependent questions to check for understanding of assigned reading - Scene comparison paragraphs</p>
4	<p>Comprehension and Collaboration (CCSS.SL9-10.2)</p> <p>Presentation of Knowledge and Ideas (CCSS.SL9-10.5)</p> <p>PBL LT 1: Text</p>	<p><i>The Great Gatsby</i> iPad Apps:</p> <ul style="list-style-type: none"> • GoodNotes for composing and notating texts • Edmodo for turning in assignments • Google Docs 	<p><u>Essential Questions</u> How can I best capture and integrate sources in different media (e.g., visual, mixed media, or audio)? What am I trying to accomplish with or say about this subject?</p> <p><u>Set</u> Students will take notes while watching <u>Less stuff, more happiness: Graham Hill on TED.com</u>.</p> <p><u>Teaching Strategies</u> Students will compare notes from the TED talk and discuss in small groups what they</p>	<p><u>Remediation</u> Peer Tutoring Office Hours</p> <p><u>Enrichment</u> Students will research elements of visual rhetoric and how to incorporate them into their videos.</p>	<p><u>Formatives:</u> - Text-dependent questions to check for understanding of assigned reading - TED Talk paragraphs</p>

	Types and Purposes (CCSS.w.9-10.1)	<p>for composing texts</p> <ul style="list-style-type: none"> • Google Drive for organizing and sharing class documents <p>Apple TV AirPlay <i>They Say/I Say</i></p>	<p>captured and what they ignored, as well as the criteria by which they evaluated the information. Students will submit a brief paragraph detailing how they can incorporate this into their summative videos.</p> <p>Continued small and large group discussion of close reading questions.</p> <p><u>Summarizing Strategy</u> Students will demonstrate the ability to integrate sources in different media by writing about the effects of consumerism in the U.S. as discussed in the TED Talk video and relate it back to <i>The Great Gatsby</i>.</p> <p><u>Homework</u> Read <i>The Great Gatsby</i> CHs 6-7 MLA Works Cited for TED Talk video</p>	<p>Students will share their findings with the class and assist other students.</p> <p><u>Learning Styles</u> Collaborative (social) Auditory Visual Physical</p>	
5	<p>Comprehension and Collaboration (CCSS.SL9-10.2)</p> <p>Presentation of Knowledge and Ideas (CCSS.SL9-10.5)</p> <p>PBL LT 1: Text Types and Purposes (CCSS.w.9-10.1)</p>	<p><i>The Great Gatsby</i> StoryboardThat iPad Apps:</p> <ul style="list-style-type: none"> • GoodNotes for composing and notating texts • Edmodo for turning in assignments • Google Docs for composing texts • Google Drive for organizing and sharing class documents <p>Apple TV AirPlay <i>They Say/I Say</i></p>	<p><u>Essential Questions</u> What criteria can be used to evaluate credibility, accuracy, and quality of sources? How can I best capture and integrate sources in my video? How can I strengthen my arguments?</p> <p><u>Set</u> Students will watch award-winning newscasts and make <u>digital storyboards</u>.</p> <p><u>Teaching Strategies</u> Students will research award-winning news videos and analyze effective techniques that they can integrate into their videos, and write a short essay detailing at least three elements of the videos that make them effective and trustworthy. Students will also discuss the use and attribution of sources in the videos.</p> <p>Students will create a digital storyboard to organize their newscasts including credible outside sources used to analyze the political and social climate of the 1920s.</p> <p><u>Summarizing Strategy</u> Students will demonstrate the ability to evaluate credibility, accuracy, and quality of sources by writing about sources they discovered in their research about the 1920s.</p> <p>Students will show how they will integrate sources into their videos by creating a digital storyboard to plan their newscasts. Students will include important elements of a newscast such as introduction, video/pictures, live reports, voiceovers, and credit sequence.</p> <p><u>Homework</u> Read <i>The Great Gatsby</i> CHs 8-9</p>	<p><u>Remediation</u> Peer Tutoring Office Hours</p> <p><u>Enrichment</u> Students will research elements of visual rhetoric and how to incorporate them into their videos. Students will share their findings with the class and assist other students.</p> <p><u>Learning Styles</u> Collaborative (social) Auditory Visual Physical</p>	<p><u>Formatives:</u> - Text-dependent questions to check for understanding of assigned reading - Check on status of video – storyboard plans. - PBL: Draft Due; Peer- and Self-Assessment</p>
6	<p>Craft and Structure. (CCSS.RL9-10.4)</p> <p>Comprehension and Collaboration (CCSS.SL9-10.2)</p>	<p><i>The Great Gatsby</i> iPad Apps:</p> <ul style="list-style-type: none"> • GoodNotes for composing and notating texts • Edmodo for 	<p><u>Essential Questions</u> What are you trying to accomplish with or say about the novel and the 1920s? What types or features of digital media would make my video more engaging and effective?</p> <p><u>Set</u> Students will use class time to work on their videos and receive feedback and assistance from peers and teacher.</p>	<p><u>Remediation</u> Peer Tutoring Office Hours</p> <p><u>Enrichment</u> Investigate visual rhetoric and how to integrate it into</p>	<p><u>Formatives:</u> - Video Progress check: Students will present draft videos and director's statements and receive feedback</p>

	<p>Presentation of Knowledge and Ideas (CCSS.SL9-10.5)</p> <p>Integration of Knowledge and Ideas. (CCSSRL9-10.7)</p>	<p>turning in assignments</p> <ul style="list-style-type: none"> • Google Docs for composing texts • Google Drive for organizing and sharing class documents <p>Apple TV AirPlay <i>They Say/I Say</i></p>	<p><u>Teaching Strategies</u> Teacher will follow up with students to ensure they are making adequate progress. Teacher will provide feedback on videos and PBL papers Student must have daily agenda/plan for completion. How are students managing time</p> <p><u>Summarizing Strategy</u> Students will show what they are trying to accomplish or say about <i>The Great Gatsby</i> and the 1920s by writing a director's statement about their newscasts and receiving feedback from peers and teacher.</p> <p><u>Homework</u> Finalize summative video and post online.</p>	<p>videos.</p> <p><u>Learning Styles</u> Collaborative (social) Auditory Visual Physical</p>	<p>in class. - Seminar about <i>Gatsby</i>: Students must complete pre-work to participate.</p>
7	<p>Craft and Structure. (CCSS.RL9-10.4)</p> <p>Comprehension and Collaboration (CCSS.SL9-10.2)</p> <p>Presentation of Knowledge and Ideas (CCSS.SL9-10.5)</p> <p>Integration of Knowledge and Ideas. (CCSSRL9-10.7)</p> <p>PBL LT 1: Text Types and Purposes (CCSS.w.9-10.1)</p>	<p><i>The Great Gatsby</i> iPad Apps:</p> <ul style="list-style-type: none"> • GoodNotes for composing and notating texts • Edmodo for turning in assignments • Google Docs for composing texts • Google Drive for organizing and sharing class documents <p>Apple TV AirPlay <i>They Say/I Say</i></p>	<p><u>Essential Questions</u> Focus on editing and revision of PBL papers. Remediate newscast summatives if necessary.</p> <p><u>Set</u> Students will work together to edit and revise papers.</p> <p><u>Teaching Strategies</u> Assist with PBL papers. Students will post responses to peer videos and vote for Best videos. Student must have daily agenda/plan for completion. How are students managing time</p> <p><u>Summarizing Strategy</u> Students will finalize their PBL argument papers.</p> <p><u>Homework</u> PBL Papers</p>	<p><u>Remediation</u> Peer Tutoring Office Hours</p> <p><u>Enrichment</u> Investigate visual rhetoric and how to integrate it into videos.</p> <p><u>Learning Styles</u> Collaborative (social) Auditory Visual Physical</p>	<p><u>Summatives:</u> - Video Due Monday, 9/29 - PBL Summative: Paper Due Friday, 10/3</p>