**Digital Unit Plan Template**

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| **Unit Title:** Is the book really always better? | | | | | **Name:** Hannah Martin | | | | |
| **Content Area:** English (British Literature) | | | | | **Grade Level:** 11th-12th grades | | | | |
| **CA Content Standard(s)/Common Core Standard(s):** | | | | | | | | | |
| CCSS.ELA-Literacy.RL.11-12.2 – Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  CCSS.ELA-Literacy.RL.11-12.7 – Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist).  CCSS.ELA-Literacy.RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem. | | | | | | | | | |
| **Big Ideas:** | | | | | | | | | |
| How does writing express ideas? The ideas of a specific period?  How do we read and understand literature?  What is the difference between authorial intent and reader response to a text?  How does context affect the meaning of the text?  How do interpretations of a text in different mediums compare?  How does the medium of a text affect its portrayal and meaning? | | | | | | | | | |
| **Unit Goals and Objectives:** | | | | | | | | | |
| Goal: Students will learn the key differences between authorial intent and reader interpretation. Students will learn different major elements that literature scholars study to develop the “true meaning” of a text. Students will understand how different reader and media interpretations of a text can affect its meaning.  Objectives: Students will be able to differentiate authorial intent and reader response correctly when asked by the teacher. Students will be able to correctly identify two elements constructing meaning in their text and examine the similarities and differences between their text and a second interpretation. Students will be able to complete their own comparison of two interpretations of another Victorian work and share their analysis with the class in the form of a presentation, as well as organize a map of different literary perspectives to demonstrate their knowledge of interpreting literature. | | | | | | | | | |
| **Unit Summary:** | | | | | | | | | |
| In this unit, students will learn and demonstrate their understanding of both Victorian literary themes and the various ways in which literature is studied and interpreted. They will learn about multiple perspectives of interpretation in literature and about the key binary of authorial intent versus reader response. They will analyze Oscar Wilde’s *The Importance of Being Earnest* and compare it to the 2002 film version and audiobook of the same name. After completing the analysis as a class, students will choose another text studied in-class and perform their own analysis by researching their text and an alternate interpretation. The teacher will provide multiple handouts and assignments to help students formulate and structure their analysis and final presentation. | | | | | | | | | |
| **Assessment Plan:** | | | | | | | | | |
| **Entry-Level:**  Anticipation Guide  Quick Write questions | | **Formative:**  Guided Notes  Visual Ranking project: Meaning in Reading  Document Analysis Sheets  Essay Map | | | | | | **Summative:**  Graphic Organizer: Popplet mind map  Victorian text analysis: essay and media presentation | |
| **Lesson 1** | | | | | | | | | |
| **Student Learning Objective:**  Students will be able to differentiate authorial intent and reader response correctly when asked by the teacher. | **Acceptable Evidence:**  Students will complete a set of guided notes correctly. Students will verbally express their understanding of both concepts in discussion. Students will complete a Visual Ranking project online to explain how they understand the concepts. | | **Instructional Strategies:**  **Communication**  **Collection**  **Collaboration**  **Presentation**  **Organization**  **Interaction** | | | **Lesson Activities:**  The teacher will give a lecture on authorial intent and reader response. Students will complete a set of guided notes on the lecture material. The teacher will use strategic questions to connect interpretation of Oscar Wilde’s play *The Importance of Being Earnest*, which students have previously studied, to the 2002 film version, which they’ve watched in-class. Students will also listen to and compare the audiobook version of the text. For homework, students will complete the Visual Ranking project on the major terms discussed in class and explain their understanding of how different factors affect the meaning of a text. Students will also choose a text from a list of other Victorian works studied in-class on which to complete their own analysis. | | |
| **Lesson 2** | | | | | | | | | |
| **Student Learning Objective:**  Students will be able to correctly identify two elements constructing meaning in their text and examine the similarities and differences between their text and a second interpretation. | **Acceptable Evidence:**  Students will compile a list of five resources about their chosen text on the author’s view or other interpretation of the text and complete a document analysis sheet for each source. They will complete an Essay Map from RWT.org to show their understanding of meaning construction. | | | **Instructional Strategies:**  **Communication**  **Collection**  **Collaboration**  **Presentation**  **Organization**  **Interaction** | | | **Lesson Activities:**  The teacher will give a lecture on various literary perspectives as well as how to research for primary sources. Students will complete a WebQuest which will help structure their research. They will be asked to find five sources about their chosen text, explaining the author’s perspective, the time period in which it was written, common reader responses to the text, or a second interpretation that has been made of the text. Students will be assigned a document analysis sheet for each source they find. For homework, students will complete an Essay Map from RWT.org. Their Essay Map must identify the two elements they think influence the meaning of their text the most (author, reader, context) and provide an analysis of how the interpretation changes or matches the meaning. | | |
| **Lesson 3** | | | | | | | | | |
| **Student Learning Objective:**  Students will be able to complete their own comparison of two interpretations of another Victorian work and share their analysis with the class in the form of a presentation, as well as organize a map of different literary perspectives to demonstrate their knowledge of interpreting literature. | **Acceptable Evidence:**  Students will demonstrate their analysis through individual writing assignments and a class presentation. They will complete a mind map online to show their understanding of the different literary perspectives. | | | **Instructional Strategies:**  **Communication**  **Collection**  **Collaboration**  **Presentation**  **Organization**  **Interaction** | | | **Lesson Activities:**  The teacher will give students a handout to fill out about the similarities and differences between their text and a second interpretation. Students will be put into groups to discuss their research findings with others and share suggestions on how to research or how to discuss their text. Students will also complete an online mind map for homework in which they organize the different literary perspectives from lecture into a clearly grouped, detailed whole. Students will then use their accumulated assignments and sources to prepare a presentation comparing their chosen text and a specific interpretation of their text, analyzing the elements of meaning discussed in class and the effect of the second interpretation. They will also use their Essay Map to write a cohesive essay from their personal analysis and research. | | |
| **Unit Resources:** | | | | | | | | | |
| *The Importance of Being Earnest and Other Plays*, by Oscar Wilde (Penguin Classics edition)  *The Importance of Being Earnest*, 2002 film directed by Oliver Parker  *The Importance of Being Earnest: BBC Radio 3 Full-Version*, audiobook | | | | | | | | | |
| **Useful Websites:** | | | | | | | | | |
| <http://victorianeralitwithmsmartin.weebly.com/> - class website for the digital unit with all lessons, activities, and resources  <https://www.wwnorton.com/college/english/nael/victorian/welcome.htm> - Norton company’s comprehensive discussion of Victorian Era, with authors/works, web links, etc.  <http://www.online-literature.com/periods/victorian.php> - site with summary of Victorian period and themes, list of major authors with links to author bios  <http://www.bl.uk/romantics-and-victorians?ns_campaign=disco_lit&ns_mchannel=bl_website&ns_source=carousel&ns_linkname=disco_lit_more_link&ns_fee=0> – British Library site on Romantic and Victorian literature  <http://www.bl.uk/learning/langlit/timeline/index.html> - interactive timeline by British Library with literary and historical events, divided by centuries  <https://educate.intel.com/workspace/student/VRTool2.aspx?projectNbr=336944&assignmentId=1847960> – Visual Ranking project: Meaning and Reading link  <http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html> - Essay Map link  <http://popplet.com/> - site for creating mind maps/graphic organizers | | | | | | | | | |