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| **TGC Fellow Unit Template** | | |
| Prepared by: Robin Lowe School/Location: Watauga High School, NC | | |
| Subject: English Grade: 11 Interdisciplinary Unit Title: Kate Chopin’s “The Awakening”  Time Needed: | | |
| **Unit Summary:**  Kate Chopin’s, “The Awakening” / Kate Chopin’s “The Story of An Hour” / Mary Wollstonecraft’s “A Vindication on the Rights of Women” / Elizabeth Cady Stanton “Solitude of Self” / Malala Yousafzai “Speech to the UN” / Millennium Development Goals / Individual Guided Research on American women’s issues, historical and current / Individual Guided Research on global women’s issues / Socratic Seminar | | |
| **STAGE 1: Desired Results** | | |
| **ESTABLISHED GOALS:**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-Literacy.RL.11-12.1  Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. CCSS.ELA-Literacy.RL.11-12.5  Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. CCSS.ELA-Literacy.RL.11-12.9  Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CCSS.ELA-Literacy.RI.11-12.5  Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  CCSS.ELA-Literacy.RI.11-12.6  Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.CCSS.ELA-Literacy.RI.11-12.7  Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCSS.ELA-Literacy.CCRA.W.7  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCSS.ELA-Literacy.CCRA.W.8  Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.CCRA.W.9  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-Literacy.W.11-12.7  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation. CCSS.ELA-Literacy.11-12.8  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.CCRA.SL.1  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-Literacy.CCRA.SL.2  Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. CCSS.ELA-Literacy.CCRA.SL.3  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.11-12.1 a.  Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CCSS.ELA-Literacy.SL.11-12.1a b.  Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. CCSS.ELA-Literacy.SL.11-12.1b  Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions;and promote divergent and creative perspectives. CCSS.ELA-Literacy.SL.11-12.1c  Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. CCSS.ELA-Literacy.SL.11-12.1d  Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CCSS.ELA-Literacy.L.11-12.6  **GLOBAL COMPETENCY:**  GC.1. Investigate the world beyond their environment.  GC.2. Recognize perspective, others’ and their own.  GC. 3. Communicate ideas effectively with diverse audiences.  **TECHNOLOGY USED:**  Laptops for internet research, document sharing, and reading assessment. Google Docs. Google Classroom.  **RESOURCES:**  *The Awakening -* Kate Chopin  “A Vindication on the Rights of Women” - Mary Wollstonecraft  “Solitude of Self” - Elizabeth Cady Stanton  “Professions for Women” - Virginia Woolf  “Speech to the UN” -Malala Yousafzai  “The Story of An Hour” - Kate Chopin  “The Yellow Wallpaper” - Charlotte Perkins Gillman  **American Sites**  [**https://www.whitehouse.gov/sites/default/files/rss\_viewer/Women\_in\_America.pdf**](https://www.whitehouse.gov/sites/default/files/rss_viewer/Women_in_America.pdf)  [**https://www.americanprogress.org/issues/women/reports/2013/09/25/74836/the-state-of-women-in-america/**](https://www.americanprogress.org/issues/women/reports/2013/09/25/74836/the-state-of-women-in-america/)  [**http://www.annenbergclassroom.org/Files/Documents/Timelines/WomensRightstimeline.pdf**](http://www.annenbergclassroom.org/Files/Documents/Timelines/WomensRightstimeline.pdf)  [**http://www.nwhp.org/resources/womens-rights-movement/detailed-timeline/**](http://www.nwhp.org/resources/womens-rights-movement/detailed-timeline/)  [**http://www.nytimes.com/2015/03/03/upshot/fewer-women-run-big-companies-than-men-named-john.html?\_r=0**](http://www.nytimes.com/2015/03/03/upshot/fewer-women-run-big-companies-than-men-named-john.html?_r=0)  [**http://www.pewresearch.org/fact-tank/2015/10/01/women-more-than-men-adjust-their-careers-for-family-life/**](http://www.pewresearch.org/fact-tank/2015/10/01/women-more-than-men-adjust-their-careers-for-family-life/)  **Global Sites:**  [**https://www.globalfundforwomen.org/**](https://www.globalfundforwomen.org/)  [**https://www.malala.org/**](https://www.malala.org/)  [**https://www.hrw.org/topic/womens-rights**](https://www.hrw.org/topic/womens-rights)  [**https://www.globalcitizen.org/en/content/9-key-issues-affecting-girls-and-women-around-the/**](https://www.globalcitizen.org/en/content/9-key-issues-affecting-girls-and-women-around-the/)  [**https://www.globalcitizen.org/en/issue/women-girls/**](https://www.globalcitizen.org/en/issue/women-girls/)  [**https://sustainabledevelopment.un.org/sdg5**](https://sustainabledevelopment.un.org/sdg5)  [**http://unstats.un.org/unsd/gender/worldswomen.html**](http://unstats.un.org/unsd/gender/worldswomen.html) | ***Transfer*** | |
| *Students will be able to independently use their learning to:*  T1. Make connections between the literature, history, nonfiction readings, history and contemporary U.S. and global culture.  T2. Increase awareness of women’s rights in the U.S. and globally. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that:*  U1. American women have not always had the rights we have now.  U2. American women have made great strides but are still subjected to discrimination and oppression.  U3. Globally, women have different cultural contexts regarding their rights, and in developing countries, obstacles to education and health care are often prevalent. | ESSENTIAL QUESTIONS:  Q1. What rights did American women have in 1900s America?  Q2. How far have we come?  Q3. What still needs to be done? Where are there still inequalities?  Q4. How do American women and their varied experiences compare to women in other countries throughout the globe? |
| **Acquisition** | |
| *Students will know:*  C1. A work of American Literature  C2. Nonfiction speeches and text  C3. Historical Perspective on American women’s rights  C4. Contemporary women’s Issues & rights  C5. Global women’s issues & rights | *Students will be able to:*  S1. Analyze literature and nonfiction for author purpose, tone, effect and meaning.  S2. Enhance critical thinking skills through reading, research and discussion.  S3. Engage in and synthesize research of global women’s issues.  S4. Compare and contrast American women’s rights with those throughout the globe.  S5. Participate in a formal discussion demonstrating knowledge of texts and research. |
| **Stage 2 - Evidence** | | |
| **Assessment** | **Evaluation Criteria (Learning target or Student Will Be Able To)** | |
| Assessments **FOR** Learning:   1. Reading Check Quizzes 2. Classroom Discussion 3. Google Classroom Posts 4. Small Group Work 5. Guided Individual Internet Research | 1. Demonstrate knowledge of text in historical and cultural perspective, making larger inferences as to theme and character. 2. Articulate, examine and compare perspective on literature, nonfiction, and internet research. 3. Participate in an online forum discussion, synthesizing a variety of guided research sites, responding to a set prompt and to their peers. 4. Contribute to discussion in small groups to discuss the various texts and their findings in research. 5. Examine a variety of perspectives, historical, cultural and global. | |
| Assessments **OF** Learning:  Socratic Seminar | Synthesize texts and research from unit into a culminating discussion. Provide textual evidence from the main text. Provide research to include historical, cultural and global perspective. Propose questions. Answer questions. Resolve differing perspectives. Listen to varying viewpoints. Speak articulately. Reflect on participation and how they could take action. | |
| **Stage 3 - Learning Plan** | | |
| **DAY ONE:**  **Pre-Reading**: Students will respond to a brief google survey regarding their prior knowledge of women in America.  Students will participate in a classroom barometer discussion based on anticipation guide questions about gender roles and other themes brought up in *The Awakening.*  **Homework:** Students will read an excerpt Mary Wollstonecraft’s “A Vindication on the Rights of Women” and Chapters 1-16 of *The Awakening*.  **DAY TWO:**  Students will participate in classroom discussion on the readings. Specific guided questions provided for each piece for students to work in small groups. Large group reflection.  **Homework:**  Respond to google classroom prompt: using the links listed above regarding American women.  “[Explore a few of the following links and respond in an approximately 300 word post, answering the following questions. (Do not bullet. Proofread your work. Refer to the sources you read if quoting stats or commentary). Take notes as you explore as our test on this unit will be a Socratic seminar and you will need to integrate some historical and contemporary information into the discussion.](https://classroom.google.com/u/0/c/MTY0MDgzNzU0MVpa/sa/MzAyNDE1NTk1Mlpa/submissions/by-status/and-sort-name/list)What rights did American women have before 1900? What rights do they enjoy now? What progress has been made? What still needs to be done?”  Read Chapters 17-25 of *The Awakening*.  **DAY THREE:**  Students will jigsaw the chapters in small groups to pick out important, significant passages (related to character development, author purpose, tone and theme) to share in whole group discussion.  **Homework:** Read Elizabeth Cady Stanton’s “Solitude of Self” and read / watch Malala’s speech to the UN.  **DAY FOUR:**  Using the rhetorical triangle framework, students will analyze Stanton’s speech, providing examples of specific uses of language to achieve author purpose and effect the audience.  Students will briefly discuss in small groups what they learned from the google classroom reflection on American women, historically and contemporary.  Large group discussion, specifically focusing on the last part of the google classroom prompt, ***what still needs to be done***? Where do inequalities still exist?  Transition to Malala’s speech and extended focus beyond America. Compare and contrast author purpose, audience and language used in whole class discussion between Stanton and Malala.  Students will begin to explore the links above regarding global women’s issues, taking notes in preparation for the seminar.  **Homework:**  Read Chapters 26-32 in *The Awakening.* Continue exploring global issues through sites provided.  **DAY FIVE:**  Guest speaker from local women’s shelter.  Whole class discussion on student’s reflections on global research. Trends? Surprises?  Small group discussion: What can we do? Globally? Locally?  **Homework:** Read Chopin’s “The Story of An Hour” and bio on Kate Chopin.  **DAY SIX:**  Students work on guided questions from 26-32 *The Awakening* - small group, then large group discussion.  Students make connections in a short, reflective written piece between the short story, the novella and the author.  Follow up discussion.  Small group work: In groups of three or four, students will create a ThingLink compiling research, resources on a particular global or local issue in which they have decided to take action.  **Homework:** Read Gilman’s “The Yellow Wallpaper” “Why I Wrote the Yellow Wallpaper” and Woolf’s “Professions for Women”  **DAY SEVEN:**  Students will examine the short story for literary elements and make connections to Chopin’s works and specifically Edna’s developing character.  Students will use the rhetorical triangle to make comparisons with the other speeches in the unit, looking closely at Woolf’s different audience and purpose.  Students will work in groups to discuss their “action-based” projects  **Homework:** Finish *The Awakening*  **DAY EIGHT:**  Students will work in groups on their “action-based” projects  **Homework:** Action-Based Projects and prepare for Socratic Seminar.  **DAY NINE:**  Students will be presented with a rubric and expectations for the Socratic Seminar.  Students will work in groups of five in a silent seminar, using the text and paper to respond to central questions related to the ending and novella, overall. Students respond in writing for five minutes and then pass, read and respond to the original prompt and to their peers. After everyone has responded to each prompt, students will read over the discussion and then talk in small groups for ten minutes over areas of discrepancy. Students will then participate in a whole class discussion.  **Homework:** Prepare for Socratic Seminar  Action-Based Projects  **DAY TEN:**  Students will lead a Socratic Seminar starting with a discussion on *The Awakening*, then moving to a historical and contemporary American perspective, using the supplemental readings and research, and then to a global perspective, using the supplemental readings and research. This is a summative assessment grade.  **Homework:** Complete a reflection piece evaluating their participation and growth through the seminar.  Complete, submit and prepare to present Action-Based Projects.  **DAY ELEVEN:**  Students will share their group Action-Based Projects. The project is a summative assessment grade.  **Homework:** Students will reflect on their knowledge gained throughout the unit in a google survey with open-ended responses. | | |
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| **LOWE – TGC – Lesson Plan - DAY FOUR** | | |
| Lesson Title: Education for Girls Subject: English – Grade 11 Prepared by: Robin Lowe    Materials Needed: Access to online copies of Elizabeth Cady Stanton’s speech & Malala’s speech to the UN.    Global Competency: Investigate the World, Recognize Perspective, Contemplate Taking Action | | |
| **W**here is the lesson going?  (Learning Target or SWBAT) | I can analyze a point of view of cultural experience as reflected in a work from outside the United States.    I can demonstrate knowledge of 18th, 19th and 20th Century American literature by comparing how two or more texts from the same time period treat similar themes/topics.    I can determine the author’s purpose for writing a text.    I can analyze how style and content contribute to the power, persuasiveness and the beauty of a text.    I can conduct short or sustained research projects that answer a specific question or solve a problem. | |
| **H**ook: | | **T**ailored Differentiation: |
| **Students have already explored online sites relating to American women’s rights. Students have responded in writing on google classroom to three guiding questions: What rights did American women have in 1899? How far have we come? What still needs to be done? Students have also read/watched “Solitude of Self” and Malala’s speech to the UN and have taken notes to prepare for class.**    **The three questions are prominent on the board.** | | Students can respond in a variety of ways, looking at what resonated with them from both speeches.    Students can choose what to research from a variety of global sites, based on what speaks to them. |
| **E**quip: | |
| **Teacher will lead discussion, using the rhetorical triangle framework, on Stanton’s speech. Students will add to conversation, based on their own notes and observations. (20 mins)**    **After unpacking Stanton’s argument and putting it into historical perspective, students will talk in small groups for five minutes about their responses to the guided questions. (5 mins)**    **Teacher will lead discussion on student perception of the question: what still needs to be done? (10 mins), adding student commentary on the board.**    **Transition to global perspective, using Malala’s speech. After a brief background and context from teacher, students will discuss in large group setting, what spoke to them in the speech and the connections between the two speeches. (20 mins)** | |
| **Rethink and revise:** | |
| **Students will individually explore directed research sites on global women’s issues, starting with girls’ access to education. (20 mins)** | |
| **Evaluate:** | |
| **Students will share their research and knowledge gained in small groups and discuss how to take action regarding access to education for girls worldwide. (next class)** | |
| Notes: | |
| **O**rganization: |
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