**Digital Unit Plan Template**

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| **Unit Title: Technology and *The Awakening*** | | | | | **Name: Aubree Hale** | | | |
| **Content Area: English** | | | | | **Grade Level: 10** | | | |
| **CA Content Standard(s)/Common Core Standard(s):** | | | | | | | | |
| Reading Standards for Literature 9-10:  1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  Writing Standards 9-10: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  Speaking and Listening Standards 9-10 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10* *topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively. | | | | | | | | |
| **Big Ideas:** | | | | | | | | |
| What are the consequences of self expression?  How far would you go to be free?  What is the difference between independence and solitude?  How do symbols increase our understanding in literature? | | | | | | | | |
| **Unit Goals and Objectives:** | | | | | | | | |
| - Students will be able to identify and interpret the major themes and symbols of the novel - Students will engage in meaningful discussions with their peers in class and online - Students will publish and update a personal blog  - Students will demonstrate an understanding of character development as well as complex character relationships - At the end of the unit, students will be able to write a research paper on any element of the novel they choose (symbolism, character development, etc.) citing textual evidence | | | | | | | | |
| **Unit Summary:** | | | | | | | | |
| The purpose of this unit is to bring alive The Awakening by Kate Chopin through technology. Set against the backdrop of New Orleans and the Louisiana coast, this nineteenth century novel follows protagonist Edna Pontellier as she discovers her individuality and sexuality. Through the use of personal blogs, character charts, and many other online resources, students will explore the themes and characters of the novel in depth. | | | | | | | | |
| **Assessment Plan:** | | | | | | | | |
| **Entry-Level:**  Class Discussion: [Article](http://www.online-literature.com/periods/victorian.php) on Victorian literature and the era.  -Students will read the article prior to coming to class and we will have a group discussion to gage what kind of foundation they have to build upon for Victorian literature. | | **Formative:**  Critical Thinking Questions: Class discussion during “Symbolism and *The Awakening*” Lecture.  -Students engage in a class discussion to assess how well they understand symbols, both in literature and in the novel.  Personal Blog: Students apply their knowledge of symbols and the novel to answer a question they must think critically about on their personal blog.  -This is where students will reflect on the novel and display their critical thinking skills.  Concept Map: Analyze characters, their development, and their relationships with Edna.  -Students work collaboratively to assess Edna’s relationships with at least four other characters and how these relationships contributed to her death.  [Online Quiz](http://www.quia.com/quiz/4292368.html): Assess what students understand about the events of the novel and what needs further elaboration.  -This will show what needs further clarification. | | | | | **Summative:**  Reflection: Students reflect on what they learned about the novel and the “Big Ideas” on their personal blogs, comment on the blogs of three classmates.  -Students assess how much they learned during this unit.  Essay: Students write a 4-5 page paper on either the symbolism, character development, or one of the “Big Ideas.”  -Students write a paper to demonstrate their understanding of literary devices. | |
| **Lesson 1** | | | | | | | | |
| **Student Learning Objective:**  - Students will be able to identify and interpret the major themes and symbols of the novel - Students will engage in meaningful discussions with their peers in class and online - Students will publish and update a personal blog | **Acceptable Evidence:**  **-** Students make meaningful contributions to the class discussion  - Students publish an entry on their personal blogs that shows critical thinking  - Students fill out the guided notes in class | | **Instructional Strategies:**  **[x] Communication**  **☐ Collection**  **☐ Collaboration**  **☐ Presentation**  **[x] Organization**  **[x] Interaction** | | | **Lesson Activities:**  - Students participate in class discussion  - Students fill out their guided notes along with the presentation  - Students answer the question on the last slide of their Prezi on their personal blog as homework | |
| **Lesson 2** | | | | | | | | |
| **Student Learning Objective:**  - Students will be able to identify and interpret the major themes and symbols of the novel | **Acceptable Evidence:**  - Students accurately and thoroughly fill out the Webquest form | | | **Instructional Strategies:**  **☐ Communication**  **[x]Collection**  **☐ Collaboration**  **☐ Presentation**  **[x] Organization**  **☐ Interaction** | | **Lesson Activities:**  - In the computer lab, students complete the Webquest individually on the computer  - Once they have filled out all the answers, students will submit it electronically under the Webquest tab of the unit website | | |
| **Lesson 3** | | | | | | | | |
| **Student Learning Objective:**  - Students will demonstrate an understanding of character development as well as complex character relationships | **Acceptable Evidence:**  - Students work together to create a Popplet that conveys their understanding of character relationships and how these relationships contribute to Edna’s death | | | **Instructional Strategies:**  **[x] Communication**  **☐ Collection**  **[x] Collaboration**  **[x] Presentation**  **[x] Organization**  **[x] Interaction** | | **Lesson Activities:**  - For this activity, you and your partner will use [Popplet](http://popplet.com/) to create a Concept Map.  - Your content map will address one of our major learning objectives: Students will demonstrate an understanding of character development as well as complex character relationships.  - The complex relationships between Edna and the other characters in The Awakening are a major factor in Edna's death at the end of the novel. How do her relationships with others contribute to her death? Your Concept Map will show your interpretation.  - Your Popplet must include at least four characters you believe either directly or indirectly contributed to Edna's death. Include one quote from the text you believe backs up your claim and a short explanation of why you think Edna's relationship with this character was ultimately toxic for her.  - Each individual Popple will have the name of the student who created it. | | |
| **Unit Resources:** | | | | | | | | |
| **Vocabulary:** [**http://quizlet.com/4457359/awakening-vocabulary-flash-cards/**](http://quizlet.com/4457359/awakening-vocabulary-flash-cards/)  **Characters:** [**http://quizlet.com/15400903/the-awakening-characters-flash-cards/**](http://quizlet.com/15400903/the-awakening-characters-flash-cards/)  **Victorian literature:** [**http://www.online-literature.com/periods/victorian.php**](http://www.online-literature.com/periods/victorian.php)  **Assessment quiz:** [**http://www.quia.com/quiz/161685.html**](http://www.quia.com/quiz/161685.html)  **Kate Chopin website:** [**http://www.katechopin.org/**](http://www.katechopin.org/)  **Create a character blog:** [**http://blog.weebly.com/**](http://blog.weebly.com/)  **Women in literature:** [**http://www.victorianweb.org/gender/womlitov.html**](http://www.victorianweb.org/gender/womlitov.html)  **Create a personal blog:** [**http://www.blogger.com**](http://www.blogger.com)  **Create a graphic organizer** [**http://www.popplet.com**](http://www.popplet.com) | | | | | | | | |
| **Useful Websites:** | | | | | | | | |
| **Purdue OWL:** [**http://owl.english.purdue.edu/**](http://owl.english.purdue.edu/)  **Plagiarism tracker:** [**http://www.plagtracker.com/**](http://www.plagtracker.com/)  **Character web:** [**http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-REPRO-021808-11.pdf**](http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-REPRO-021808-11.pdf) | | | | | | | | |