**Unit Plan: Regionalism and Realism in American Literature**

**Overview**

This unit explores the various realms of the Regionalism and Realism eras of American Literature and is designed for 11th grade students enrolled in English III. With the use of the assigned Glencoe textbook, *American Literature*, students will analyze several short stories from a historical, social, and cultural point of view, as well as interpret various viewpoints of a text or character to enhance skills of multiple perspectives in literature. Basic literary elements will continue to be enforced throughout the unit, such as plot development, significance of setting, internal conflicts of characters, and diction. A variety of formal and informal assessments will be conducted throughout the unit where students will have the opportunity to portray knowledge through writing, tests, and projects.

**Timeline**

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| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| **Multimedia/Inquiry Lesson**:  Introduction to Regionalism and Realism using a SmartBoard presentation game | **Concept Plan**:  Introduce and concentrate on dialect in Twain’s “Celebrated Jumping Frog of Calaveras County” | **Direct Instruction**:  Expand on Twain’s “Jumping Frog” short story and elaborate on frame narratives within the story | **Choice Plan**:  Use cause and effect model for conflict in Kate Chopin’s “Story of an Hour”. Assign end of unit Choice assignment. | **Cooperative Learning:**  Use Academic Controversy model to conduct a debate on protagonist of “Story of an Hour” |

**Unit Standards, Unit Goals, Unit Objectives, and Unit Assessments**

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| Standards (content area) | |
| **RL 1.** Cite strong textual evidence to support analysis of what text says explicitly, as well as where the text leaves matters uncertain.  **RL 2.** Determine two or more central themes in a text and how they interact and build upon each other in the story.  **RL 3.** Focus on the development of a story with setting, characters, and word choice.  **RL 4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, tone, and words with multiple meanings that are particularly engaging.  **RL 5**. Analyze the structure of a text created by the author and how it adds to the story.  **RL 6**. Distinguish sarcasm, satire, irony, dialect, and other figurative or symbolic language within a text.  **RL 7**. Analyze multiple interpretations of a piece of literature, as well as multiple perspectives. | |
| Standards (technology) | |
| **HS.SI.1.2** Evaluate resources for point of view, bias, values, or intent of information.  **HS.TT.1.2** Use appropriate technology tools and other resources to organize information.  **HS.TT.1.3** Use appropriate technology tools and other resources to design products to share information with others. | |
| Unit Goals (1-3) | |
| * Students will understand the different writing styles, characteristics, and themes of Regionalism writers and literature compared to Realist writers and literature. * Students will be able to identify, analyze, and interpret key moments in a short story. * Students will clearly express interpretations and inferences about a short story through an organized essay with proper spelling, punctuation, and grammar, as well as substantial textual evidence to support their argument. | |
| Unit Objectives (3-8) | Unit Assessments |
| - Students will act and read aloud passages with strong dialect in Mark Twain’s *The Celebrated Jumping Frog of Calaveras County*, then replace the colloquialisms with standard English words, then compare in one paragraph which version was more humorous to a reader and state three reasons why.  - The student will complete the “Framing the Jumping Frog Story” worksheet to further expand on frame narratives and answer 80% correctly.  - The student will write their own story about the character Jim Smalley and his cow using at least three appropriate dialect techniques with 90% correct correlation with the writing style of the original story.  - After having read and reviewed the plot of Kate Chopin’s “Story of an Hour,” students will establish the conflict of individual vs. self within the protagonist and correctly fill in 3 of 4 boxes with a cause and effect relationship as to how the protagonist thinks, acts, and responds to her husband’s supposed death.  - Through a two to three page essay, a posterboard, a Prezi, a Gloster, or a video, students should display at least three differences between Regionalism and Realism writing and obtain an 80%. | - After identifying the correct elements of dialect within passages of the story, the students will provide standard English synonyms to the colloquialisms. In one paragraph, students should provide three reasons as to why the dialect differs from standard English and makes the story more humorous.  - A formative assessment of a complete and accurate worksheet will be observed by expecting at least 3 of the 4 boxes to be completed correctly in the frame narrative worksheet.  - Grading rubric: 5 points total. Creativity with their own version of Jim Smalley’s story: 1 point. Relevance and connection to “The Celebrated Jumping Frog of Calaveras County”: 2 points Three uses of dialect throughout story: 2 points  - Students will receive full credit if they have at least 3 of 4 correct boxes/cause and effect relationships identified from the story and will rework their worksheets until they have the correct answers so that full mastery of the material is ensued.  - See rubric. |

**Pre and Post Assessments**

**PreTest:**

1. The Regionalism era of American Literature was established after what war?
2. Spanish American War
3. **Civil War**
4. War of 1812
5. Revolutionary War
6. What did Realist writers strive to portray through their writing?
7. **Everyday people and events**
8. A fantasy world through which readers could escape to
9. Events and settings set in the future
10. An idealistic utopia free of problems and hardships
11. Which literary technique is most closely associated with Regionalism?
12. Imagery
13. Symbolism
14. **Dialect**
15. Allegories
16. The Regionalist and Realist eras of literature were both driven by what historical, social, and cultural forces of the time period?
17. Westward Expansion
18. The Gilded Age
19. Women’s Rights
20. **All of the above**
21. Realist writers strive to capture the \_\_\_\_\_\_\_\_ of characters.
22. Desires
23. Motives
24. Thoughts
25. **All of the above**

**Post Test Project:**

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| **Key Differences in Regionalism and Realism**  Teacher Name: **Ms. Perez**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Instead of taking an exam, students will have the opportunity to choose a medium in which to display their knowledge of Regionalism and Realism as learned over the course of the unit. Options for their assessment will be a two to three page essay, a posterboard, a Prezi, a Glogster, or a video that accurately describes at least three differences in Regionalism and Realism writing. In addition to the three differences, students should include at least one piece of textual evidence from a Regionalist piece of literature that we read and a Realist piece of literature.

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| CATEGORY | 4 | 3 | 2 | 1 |
| Requirements | All of the requirements (# of pages, # of graphics, type of graphics, etc.) were met. | Almost all (about 90%) the requirements were met. | Most (about 75%) of the requirements were met, but several were not. | Many requirements were not met. |
| Focus on Assigned Topic | The entire project is related to the assigned topic and allows the reader to understand much more about the topic. | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the story to the assigned topic. |
| Neatness | The final draft is readable, clean, neat and attractive. It looks like the author took great pride in it. | The final draft is readable, neat and attractive. It looks like the author took some pride in it. | The final draft is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry. | The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn\'t care what it looked like. |
| Accuracy of Facts | All facts presented are accurate. | Almost all facts presented are accurate. | Most facts presented are accurate (at least 70%). | There are several factual errors. |
| Creativity | The project contains many creative details and/or descriptions that contribute to the reader\'s enjoyment. The author has really used his imagination. | The project contains a few creative details and/or descriptions that contribute to the reader\'s enjoyment. The author has used his imagination. | The project contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination. | There is little evidence of creativity in the story. The author does not seem to have used much imagination. |

**Gradebook**

See attached Excel spreadsheet.

**Differentiation**

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| **Model Lesson Plan** | **Type of Differentiated Instruction with short description. (Only need 4)** |
| Direct Instruction | **Compacting**- Since Lee’s main strengths are with logic, sequencing, and problem solving, she will most likely be okay completing the worksheet on frame narratives. Since she struggles with creativity and choosing a topic for essays, I will let her collaborate with a fellow student to discuss possible essay topics about applying dialect and Twain’s writing style to her own story about the character Jim Smalley. Benchmark and formative assessments will be applied to Lee’s process with her paper. |
| Concept Development or Attainment | **Choice Boards**- Lee should be okay acting out a scene in front of the class if it is well devised premeditated. Given specific roles, she should be able to carry them out successfully as if it was a formula given to her in a math or science class. |
| Inquiry |  |
| Cooperative Learning | **Tiered Assignments and Products-** Since Lee often struggles to find the significance between events in the story and has difficulty applying them to the main character, she can highlight passages from the text that she believes would correctly follow the assignment. Then, I will informally assess her work and either encourage her to further elaborate and make connections with the highlighted text or redirect her in a more basic assignment by continuing to find appropriate passages until she succeeds. |
| Choice (model of your choice) | **Flexible Grouping**- Lee will be given a choice as to what role she prefers to execute in her peer group. Whether it is time keeper, leader, speaker, or recorder, she can choose which role will best help her succeed in the assignment. |

**Assessments**

**Project and Rubric: 20 points total**

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**Essay:**

To portray your understanding of the concept of dialect, as well as exercising your ability to make inferences and predictions beyond a story’s ending, construct a one to two page creative writing essay about the character Jim Smalley and his trustworthy cow from Mark Twain’s short story, “The Celebrated Jumping Frog of Calaveras County.” Be sure to use Twain’s famous writing style in your story by providing at least three clear uses of dialect in your story.

Rubric: 10 points total

Creativity with their own version of Jim Smalley’s story: 2 points  
Adheres to the writing style of “The Celebrated Jumping Frog of Calaveras County”: 3 points  
Three uses of dialect throughout story: 3 points  
Proper Page Length (1-2 pages): 1 point  
Spelling, Grammar, Punctuation/General Essay Organization: 1 point

**Multiple Choice Quiz:**

**PreTest:**

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24. Thoughts
25. **All of the above**

**Technology**

* Presentation of Regionalism and Realism through the SmartBoard activity by the teacher in the Multimedia/Inquiry Lesson
* Creation of a Voki by the students to show dialect in the Direct Instruction Lesson
* Option of a Prezi, Glogster, or video for the end of the unit project by the students
* Presentation of the Mark Twain website for further information; presented by the teacher
* References and opportunities for further study from the websites offered by the textbook to both the teacher and the students