

BISSNET TPS Project Full Unit Plan

Teacher: Eileen Maloney and Mary Marciniak

Course: American Literature Regents

Grade Level: 11

Date: February 19, 2014

Dates of Lesson: March 3rd-19th 2014

Lesson Title: Has society's perceptions of women changed since 1900 in the United States?

I. Lesson Objectives: Students will....

1. research primary sources on various women right's topics spanning the 20th century
2. understand issues and prejudices women faced in the 19th and 20th century
3. connect women's rights issues to literature of the time period
4. engage in close reading of nonfiction and informational text
5. utilize presentation skills
6. listen and respond to discussion and presentations
7. utilize technology for research and presentations
8. demonstrate understanding of vocabulary in various texts

II. Lesson Context:

American literature is a chronological study of literature throughout American history. Context of this literature, socially and politically, is important for student engagement and understanding. By undertaking an in depth study of primary sources related to women's rights in the nineteenth and twentieth century and elements of the women's rights movement, students will be better able to understand, analyze, and critique the portraits of women in literature of this era. This project will align closely with a study of Kate Chopin's *The Awakening*.

III. Standards:

[CCSS.ELA-Literacy.RL.11-12.1](#) 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.11-12.2](#) 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.11-12.3](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.5](#) 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.11-12.9](#) 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.11-12.10](#)

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

[CCSS.ELA-Literacy.RI.11-12.1](#) 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.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 in order to address a question or solve a problem.

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

[CCSS.ELA-Literacy.W.11-12.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.11-12.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.11-12.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[CCSS.ELA-Literacy.W.11-12.7](#) 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.11-12.8](#) 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 overreliance on any one source and following a standard format for citation.

[CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.W.11-12.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[CCSS.ELA-Literacy.SL.11-12.1](#) 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.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-Literacy.L.11-12.4a](#) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

[CCSS.ELA-Literacy.L.11-12.6](#) 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.

IV. Materials: Novel *The Awakening*; Access to Library of Congress website; discussion handouts, iPads,

V. Anticipatory Set/ The Hook: Portrayal of women in society

Students will begin reading Kate Chopin's *The Awakening*. They should be finishing the novel as we begin primary sources research. (3 weeks to complete reading)

Using advertisements and commercials we will begin a conversation concerning the portrayal of women. We will introduce vintage advertisements going back through the 20th century. The goal is to facilitate a discussion on the perceived roles of women and then begin the thought process of whether society's perceptions of women have changed since 1900 in the United States. (Vintage Ads That Should Have Been Banned)

VI. Procedures:

Week 1

1. 3/3 Examination and discussion of advertisements featuring various portrayals, stereotypes, and roles of women in the early 20th century. Homework: Students will independently locate at least 3 advertisements that they will present to the class (powerpoint or printed versions) with an explanation of the portrayal of women, roles, and stereotypes they have identified in the advertisements.
2. 3/4 Read "The Story of an Hour" by Kate Chopin and through discussion link the protagonist of this story and her conflict with *The Awakening*. Assign "Women Through the Decades" and discuss requirements and due dates. Introduce students to the Library of Congress website and demonstrate how to utilize the website.
3. 3/5 Students will present the homework of Present Day Advertisements and the class will discuss the portrayals and stereotypes of women today and draw comparisons with the earlier dated advertisements.
4. 3/6 Man's Best Possessions- In class work on men's roles within *The Awakening*
5. 3/7 Discussion of men's roles within the novel

Week 2

6. 3/10 Analysis and discussion of the women characters within *The Awakening*
7. 3/11 Analysis and discussion of the women characters within *The Awakening*
8. 3/12 Motivation Discussion- Emphasis on Edna's character and the ending of the novel
Assign Final Awakening Project (choice of three tasks due March 19th)
9. 3/13 Begin "Decades" Assignment Presentations

Week 3

10. 3/17 Continue presentations
11. 3/18 Finish presentations
12. 3/19 Final Awakening Assignment due

VII. Conclusion: Presentations of Decades Projects on assigned Women's Rights topic incorporated with *The Awakening*, the advertisement exploration, discussion of gender roles in the novel, and the Final Awakening Assessment will all facilitate a thorough research and analysis based understanding of "Has society's perceptions of women changed since 1900 in the United States?". This unit connects to *The Awakening* and the study of realism which we are finishing and will facilitate a transition to *The Great Gatsby* and the major societal changes of the early 20th century.

VIII: Assessment: We will assess the advertisement homework, the "Decades" project, and the

Final Awakening Project. There will a separate participation grades for the discussions in class.

IX. Differentiation: Groups will be arranged to help weaker students. Variety of assignments and assessments allow for strong achievement in a variety of learners. In class work will allow for teacher support.

Has society's perceptions of women changed since 1900 in the United States?

The Decades Project

Assignment: To create a fifteen minute presentation containing a visual presentation element which demonstrates the evolving roles of women from 1900 to Present Day

Details:

1. Your group will be assigned a specific area to research regarding the changing roles of women, their portrayals in society, as well as the evolving freedoms and advances women have made in this time span.

Potential Research Topics:

Fashion

Women in the Workplace

Music

Women in Film

Women's Rights/ Suffrage

Politics

2. Research thoroughly this aspect of women's history in the United States with the intent to discover "Has society's perceptions of women changed since 1900 in the United States?" Make use of the databases and print sources available in the library as well as the Library of Congress website resources that we explored in class.
3. As a group, create a fifteen minute presentation that explains your topic and demonstrates the evolving roles of women in relation to that topic. Your presentation should focus on three particular time periods: an explanation and visual reinforcement of this topic regarding women in the Early 1900's (about 1900-1940's), the Mid-1900's (about 1950's to 1980's) to Present Day (1990's onward). Through your presentation the class should gain a firm understanding of how women have progressed in terms of your specific research area.

Requirements:

- a. A fifteen minute presentation with a visual aid such as a Prezi, powerpoint, i-movie etc.
- b. Every group member should participate equally in the presentation (pressing buttons on the smartboard does not count)
- c. A Works Cited page containing the sources used for your presentation must be handed in on the due date
- d. Be certain you have answered the inquiry question of "How far have women come?"
- e. Presentations should be emailed or made available to the teacher on the due date below, whether or not your group ends up presenting that day or not.
- f. Deadline: **Thursday, March 13th**

Late assignment penalty: Late project will be penalized a full letter grade for each day late. The presentation will receive no credit after four days. If you are unable to attend school on the day your group is presenting, be prepared to present the following day.

Awakening Decades Project American Literature

Student Name: _____ Class: _____

CATEGORY	10	7	4	0
Group Effort and Preparation	All group members participate in planning, creation and execution of project. Clear preparation in presentation.	Group members all contribute to project and execution of project. More preparation required.	Work shared unequally amongst group members. Clear lack of preparation.	Project is unorganized and not cohesive suggesting lack of group effort.
Explanation of Topic and Progression of Women	Presentation fully explains assigned research topic and demonstrates progression of women in this area through the decades	Information presented pertains to topic but may be shallow or incomplete. Suggests some conclusion concerning progression.	Information presented is not satisfactorily linked to progression of women through the time period.	Information is off topic or too disorganized to allow conclusion regarding progression.
Presentation Format and Execution	Presentation is engaging, organized, and contains visual elements that add to and illustrate topic points. In one of the accepted formats. All group members participate equally in presentation.	Presentation is in accepted format but may lack visual elements for support or not be organized in a way that appeals to the audience. All group members participate.	Presentation lacks required elements for engagement and visual support. Group members appear unprepared or uninvolved.	Presentation not in required format and group members demonstrate lack of preparation and cooperation.
Length of the Presentation	Presentation is at least required 15 minutes.	Presentation is 10 to 15 minutes.	Presentation is 5 to 10 minutes.	Presentation is less than 5 minutes.
Works Cited	Works Cited is handed in at time of presentation with all sources properly cited in MLA format.	Works Cited is late or contains minor errors in MLA citations.	Works Cited is not in proper MLA format or is clearly missing sources.	No Works Cited at the time of presentation.

Final Grade: _____
50

Assignment: To write a two and a half to three (2 ½ – 3) page paper on one of the questions below.

Details:

1. Write a sequel for **The Awakening**. Begin with what might happen in Grand Isle, New Orleans, when Edna's circle of friends learn of her suicide. What might people like Adele, Mlle. Reisz, Robert, Arobin and Leonce say or feel.

2. Henry David Thoreau says in **Walden**, "I went to the woods because I wished to live life deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living so dear; nor did I wish to practice resignation, unless it was quite necessary."

Edna goes to the woods only figuratively: She moves out of her husband's large home into a small cottage, where she can live alone. Her move is spiritual as well as physical. Study Thoreau's comment and discuss how it applies to Edna. Could she have made this statement substituting cottage for woods? Use specific references to the novel to support your answer.

3. **A.** Edna realizes that she is in love with Robert and believes he loves her too. When she finds out that he has plans to leave not only Grand Isle but Louisiana altogether, she is shocked and dismayed. Edna has no one to turn to with her problem and desperately wants to talk to someone about her feelings. Imagine Edna writes anonymously to an advice columnist. As Edna write a letter explaining your situation and asking for advice (give some specific details). Follow Edna's letter with a reply from the columnist.

B. Leonce Pontellier is not likely to ask for advice from a woman, but he might anonymously seek advice from another man. He discusses his problems with Dr. Mandelet and his father-in-law who tell him he is "too lenient by far" with Edna. As Leonce, write a letter to a male advice columnist explaining your situation and asking for advice (give some specific details). Follow Leonce's letter with a reply from the columnist.

Requirements:

- a. Two and a half to three (2 ½ – 3) page typed, double-spaced
- b. Use quotations from the novel when necessary to illustrate a point.
- c. Adhere strictly to essay format and guidelines, word processing guidelines, and Sacred Heart's Research guide for use of quotations.
- d. Be certain to include a Works Cited Page (if you have used quotes).
- e. Deadline: **Wednesday, March 19, 2014**
- f. Use the following heading (single-spaced) for your paper:

Your name (first and last)

Date

My name – Miss Maloney

Course Title

Assignment Title

Late assignment penalty: Late assignments will be penalized a full letter grade for each day late. The paper will receive no credit after four days. If you are unable to attend school on the day the paper is due, email it to me by 3:00 pm. No email papers will be accepted unless you are absent. My email address is: emaloney@sacredheartacademy.org

Awakening Writing Assignment Rubric

Category	Excellent	Good	Acceptable	Unacceptable
Paper format ____/10	Uses proper format including margins, header, spacing, and citations.	Minor errors in format of paper or citations	Errors in format including improper citations	Assigned format not used, no citations used no recognizable formatting
Addresses chosen writing prompt ____/10	The writer's central purpose is apparent in the paper and on task with chosen prompt	The writing has a clear purpose, but lacks a strong analysis and may digress	The central purpose is not consistently clear throughout the paper	Central purpose is not clearly identified. Analysis is vague or not evident.
Content ____/25	Balanced presentation of relevant and legitimate info that clearly supports the writing task and demonstrates command of the novel	Information provides reasonable support for a central purpose and displays evidence of a basic analysis	Information supports a central purpose at times but use of text is general	Use of novel for support is vague or not evident; does not apply to task assigned
Sources ____/15	Compelling evidence from the novel is given to support writing. Attribution is clear and complete	Legitimate use of novel to support claims are generally present and attributed properly	Although attributions are occasionally given, many elements seem unsubstantiated from novel	References are seldom cited to support statements
Citations and Works Cited ____/10	All quotes are accurately documented in the desired format.	All quotes are accurately documented, but a few are not in the desired format	All quotes are accurately documented, but many are not in the desired format.	Some quotes are not accurately documented
Mechanics ____/20	The writing is free or almost free of errors	There are occasional errors but they don't represent a major distraction	The writing has many errors and the reader is distracted by them	The writing has so many errors that it is difficult to read
Length ____/10	Two and a half to three pages	Two pages	Less than two pages	One page