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Páginas de Caras: Willa Cather's Characters in the Twenty-First Century

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Páginas de Caras: Willa Cather's Characters in the Twenty-First Century

Grade Level: Eighth grade

Subject/Topic Area(s): English, annotating a text, close reading, analysis of elements of a story, analysis of writer's stylistic techniques, realism

Designed By: Amy Taffet

Time Frame: 6 weeks

School District: Diocese of Dallas

School: Christ the King Catholic School

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Brief Summary of Unit (Including curricular context and unit goals):

To prepare our eighth grade students for their interdisciplinary eighth grade trip to Taos, New Mexico, students read Willa Cather's *Death Comes for the Archbishop*, which narrates the adventures of two priests, Father Latour and Father Valliant, who attempt to evangelize the peoples of New Mexico. To enrich this cross-curricular experience, our initial goal is that the students develop an appreciation for Cather's novel. Not only will they have the opportunity to visit the church, homes, and missions of Cather's characters in Taos while learning about this period in history, science, and religion classes, but also students will be able to witness individuals who risked their lives to share their faith. This will invite students to grapple with the idea of faith and their daily expression of their beliefs as they prepare for Confirmation.

In addition to developing an appreciation for the characters, historical period, and themes in Cather's novel, students will learn to annotate and analyze a text. In class, students will close read and annotate the text for the author's mechanical tools (what is said—elements of a story) and stylistic tools (how it is said—the author's writing style). Students will acquire the essential skill of annotating a text to help them unpack Cather's purpose in writing.

To bring Cather's nineteenth-century characters to life, our eighth graders will collaborate in small groups to create a larger-than-life social media page "Páginas de Caras" (a spinoff of a "Facebook" page) about one main character from *Death Comes for the Archbishop*. Students will create conversations between their character and other characters, form a timeline of the character's experiences, post statements about their opinions and themes, and gather photographs from Taos that the character might have taken (if a camera existed at the time). Students will compile and apply their "evidence" from their annotation and expedition to construct a compelling social media page to bring the character to life in the twenty-first century.

In short, students will acquire the tools to unpack a challenging text and think about the characters and themes within a familiar frame-of-reference, the social media page. The juxtaposition between contemporary technology and Cather's nineteenth century narrative will encourage students to think critically about past and present forms of communication and self-expression.

UbD Template 2.0: Páginas de Caras

Stage 1 – Desired Results					
(2) Reading/Vocabulary Development.		Transfer			
Students understand new vocabulary and use it when reading and writing. Students	Students will independently use their learning to				
are expected to:		sinoff of a "Eacebook" nage) for a character in Willa Cather's			
 (B) use context (e.g., cause and effect or compare and contrast organizational 	Create a social media page "Páginas de Caras" (a spinoff of a "Facebook" page) for a character in Willa Cather's Death Comes for the Archbishop. Students will use evidence compiled from annotating a text and apply it to				
text structures) to determine or clarify	construct a compelling social media page to bring t				
the meaning of unfamiliar or multiple meaning words;					
(3) Reading/Comprehension of Literary	Meaning				
Text/Theme and Genre. Students analyze, make inferences and draw	Understandings	Essential Questions			
conclusions about theme and genre in	Students will understand that				
different cultural, historical, and contemporary contexts and provide	 The author communicates his message by usir 	Begin How does an author use elements of a story to			
evidence from the text to support their	elements of a story purposefully to develop th				
understanding. Students are expected to: (A) infer the implicit theme of a work	framework for "what is said/happens" in the	Ŭ			
of fiction, distinguishing theme from the	text.				
topic; (B) analyze the function of stylistic	 The author uses stylistic tools to create layers 	of \rightarrow How does the author use stylistic tools to			
elements	meaning and reinforce the elements of a story				
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make	to communicate his message.				
inferences and draw conclusions about	Faith is the belief and trust in someone or				
the structure and elements of fiction and provide evidence from text to support	something without having seen complete proc	of.			
their understanding. Students are	We exercise and develop our faith through the				
expected to: (A) summarize the elements of plot	ways we live our lives. We express our faith by	,			
development (e.g., rising action, turning	our deeds and words.				
point, climax, falling action, denouement) in various works of fiction;	l	Acquisition			
(B) recognize dialect and	Knowledge	Skills			
conversational voice and explain how authors use dialect to convey character;	Students will know the	Students will be able to			
and					
(C) describe point-of view (8) Reading/Comprehension of Literary	➔ What are the elements of a story, the mechanical	(LOWER-LEVEL USE OF KNOWLEDGE)			
Text/Sensory Language. Students	tools of a writer?	What is annotating text? What do you look for?			
understand, make inferences and draw conclusions about how an author's	 Characters: static vs. dynamic; major v. minor; 	 Identify the elements of a story in short stories; explain the 			
sensory language creates imagery in literary text and provide evidence from	 purposeful character development Setting 	purpose of each element and how the element enhances the			
text to support their understanding.	 Plot Curve: (1) introduction/ problem, (2) rising 	 story Identify evidence of the literary period's influence on the 			
Students are expected to explain how authors create meaning through stylistic	action, (3) climax, (4) falling action, (5)	writer's text			
elements and figurative language	resolution/conclusion	 Identify examples of diction and literary devices; explain how 			
emphasizing the use of personification, hyperbole, and refrains.	 Conflict: internal vs. external, man vs. man, man 	an author creates meaning through stylistic tools (diction and			
(14) Writing/Writing Process. Students	vs. society, man vs. nature, man vs. self	figurative language)			
use elements of the writing process (planning, drafting, revising, editing, and	 Point of View (first person, third-person limited, 	 Identify the author's themes or messages for the reader 			
publishing) to compose text. Students are	third-person omniscient)	 Close read a text and annotate it while reading for evidence of 			
expected to: (27) Listening and Speaking/ Speaking	 Mood Theme message social commentant, and context 	the author's mechanical and stylistic tools.			
(27) Listening and Speaking/ Speaking. Students speak clearly and to the point,	 Theme-message, social commentary, and context 	(HIGHER-LEVEL SKILLS)			
using the conventions of language. Students will continue to apply earlier	→ What is a literary period and how does it influence	→ What does annotating a text help me understand?			
standards with greater complexity.	an author's writing style?	 Apply knowledge from reading, annotating, and "dissecting" a 			
Students are expected to give an organized presentation with a specific	Genre	text for author's mechanical stylistic tools particular to one			
point of view, employing eye contact,	 Literary Periods: sentimentalism, realism, 	character and the one theme of faith.			
speaking rate, volume, enunciation, natural gestures, and conventions of	regionalism, and the way the periods "work"	 Compile this evidence to create a compelling social media 			
language to communicate ideas	together.	 page to bring the character to life in the twenty-first century. Examine the examples of faith for 			
effectively. (28) Listening and Speaking/ Teamwork.	Writing/sharing stories allows us to express our ideas, feelings, etc. to <i>connect</i> with others.	 Examine the examples of faith for 			
Students work productively with others	Literature provides insight into our lives—this				
in teams. Students will continue to apply earlier standards with greater	insight helps us better understand ourselves and				
complexity. Students are expected to	the world around us.				
participate in student-led discussions by eliciting and considering suggestions					
from other group members and by	→ What are the writer's stylistic tools?				
identifying points of agreement.	Diction				
	 Literary devices: simile, symbol, imagery, etc. 				

Stage 2 – Evidence					
CODE (M or T)	Evaluative Criteria (for rubric)				
T (and M)	See Rubric	Performance Task(s) What if the Archbishop had a Facebook page? What would his last stat	us post read before he		
		dies? Your task is to create a compelling social media profile for your group's <i>Death Comes for</i> <i>the Archbishop</i> character. In your groups, you will collect and create the components for your profile page as we read Cather's work. Your final assignment will be to construct a larger- than-life profile poster for your character (using 1-2 flat poster boards). The poster will count as two test grades; the whole group will receive one grade. The posters are due on and you will present your posters to the class.			
		Formative Tasks: annotation checks and application, reading quizzes, trackin chats" among characters, reading guide checks, group mini-presentations, j group discussions about characters, whole-class discussions	-		
Stage 3 – Learning Plan					
CODE (A, M, T)	Ц	Pre-Assessment			
		How will you check students' prior knowledge, skill levels, and potential misconceptions? Learning Activities Progress Maniha rise			
A	1. Why do we te ■ Pre-assess s	ell stories? ub-EQs, elements of a story, and stylistic tools. Discuss author's purpose: to	Monitoring Pre-assess		
М		persuade, inform/teach, entertain (PIE); stories are our windows and our mirrors. Think about your favorite book; how was the story your window and mirror. 			
A	 Boiled dowr of parts of a 	 2. What is a story? Boiled down to the essentials, a story consists of a plot and characters. Create foldable of parts of a plot curve. 			
Μ	falling action	 Watch/read "The Three Little Pigs" and identify the exposition, rising actions, climax, falling actions, and resolution of this story as a class. Assess plot curve: read story and put together plot curve. 			
A	 Besides plot writer uses Create a fold the element 	Assessment			
	 Flipped Clas Pre-reading Read Ray Br a class; add 	 Flipped Classroom: Theme: <u>http://www.youtube.com/watch?v=p4qME64SkxM</u> Pre-reading guide about technology about thematic statements from "The Veldt" Read Ray Bradbury's "The Veldt;" stop and discuss elements of a story and plot curve as a class; add an example of each element to our foldable. Create plot curve for "The Veldt" 			
A,M	 Pick a chara Assess elem Refer back t Return to Br 	cter and complete character chart: illustrate, wear, say, do, etc. ents of a story to stylistic tools: simile, metaphor, symbol, imagery radbury's "The Veldt;" find examples as a class of imagery, simile, metaphor, d examples individually and discuss	Formative A.		

	 Work on Heads Up activity in pairs to identify theme. Theme post-it note bar graph 	
М	activity and assessment; discuss theme and how the Bradbury uses the mechanical and	Formative A.
	stylistic tools to communicate his message.	
А	4. How does the literary period influence the author's writing?	
	 Vocabulary Word Wall; define words & present; display on wall. 	
	Preassess: What is an author's writing style? What is a literary period? What is	
	sentimentalism? What is realism? How does the literary period influence the author's	
	writing?	
	 Listen to "If I Die Young" and discuss how it embodies the sentimentalism period. 	
	 Redefine an author's writing style 	
	 Discuss context from Cather's novel (PowerPoint) 	
	 Define realist period and predict characteristics of Cather's novel. 	
	 Assess literary period 	Formative A
А, М	5. Why annotate a book?	Formative A.
	Introduce DCA groups. Establish team norms, expectations & points system!	
	Preassess main three EQs and discuss. Read a segment from Paul about faith & discuss.	
	 Introduce the process of reading Cather's novel; explain expectations 	
	 Introduce characters and read summary of prologue; discuss 	
	 Introduce basic annotation bookmark—for <u>setting, characters</u>; define and review both 	
	terms	
	 Listen to audio of Book 1: Chapter 1 (give summary to differentiate for lower students 	
	before reading); annotate together, stop and discuss as a class.	
	 Listen to audio of Book 1: Chapter 2-4—annotate for <u>setting, characters, comments</u> 	
	about faith	
	Reading quiz to identify major points and ideas and annotation abilities!	Formative A.:
	 Introduce individual jobs—time tracker, setting specialist, friends fan, character 	content &
	master—to students	annotation
	 Students review annotations and notes about Book 1 and complete individual jobs for 	
	Book 1. (If character has not appeared yet, students select a character and write a	
Δ	message to another character.)	
А	6. How does an author use elements of a story to communicate his message? How does	
	the author use stylistic tools to communicate his message? How do you express your	
	faith? Is there a correct way?	
	 Introduce imagery: Use your five senses to describe an object; share; you just 	
	painted a picture with your words; this technique is called imagery	
	 Read imagery example from Panera Bread bag and discuss use of senses. Listen to audio of Book 2: Chapter 1 (give summary to differentiate for lower 	
	students before reading); annotate for character, job, and imagery; annotate and discuss in pairs and as a class.	
	 Assess imagery annotation and content 	
A	 Introduce diction: Three Corners: Explain game: left of room is (+); center is neutral; 	Formative A:
	right of room is (-)—call out words and students decide if word is positive, negative,	content & imagery
	or neutral, and they move to place in room to identify decision.	annotation
	 Define diction—the author's word choice—and discuss more examples 	
	(powerpoint)	
	 Students are given groups of words to organize from most positive to least positive; 	
	stand to identify most positive word in each group; discuss	
	 Listen to audio of Book 2: Chapter 2 (give summary to differentiate for lower 	
А, М	students before reading); annotate for character, job, and DICTION; annotate and	
	discuss in pairs and as a class.	
	 Reading quiz/dialectical journal to identify major points, ideas, and diciton; then 	Farmari A
1		Formative A:

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	compile information to individual role.	content & diction
•	Listen to audio of Book 2: Chapter 3 (give summary to differentiate for lower	
	students before reading); annotate for character, job, and comments about faith;	
	annotate and discuss in pairs and as a class.	
-	Vocabulary Word Wall; define words & present; display on wall.	
-	Listen to audio of Book 3 (give summary to differentiate for lower students before	
	reading); annotate individually, stop and discuss in pairs and as a class.	
-	Reading quiz/create a facebook conversation to identify major points, ideas, and	
	annotation, AND INDIVIDUAL JOBS; then compile information to individual role.	Formative A:
-	Listen to audio of Book 4 (give summary to differentiate for lower students before	content,
	reading); annotate individually, stop and discuss in pairs and as a class.	annotation,
-	Reading quiz/create a facebook conversation to identify major points and ideas;	individual jobs
	then compile information to individual role.	
-	Vocabulary Word Wall; define words & present; display on wall.	
-	Listen to audio of Book 5 (give summary to differentiate for lower students before	
	reading); annotate individually, stop and discuss in pairs and as a class.	F 11 F F
	Assess main three EQs and discuss. Faith reflection.	Foramtive A: EQs
	Reading quiz/create a facebook conversation to identify major points, ideas, and	Formative A:
	annotation; then compile information to individual role.	Formative A:
-	Listen to audio of Book 6 (give summary to differentiate for lower students before	content,
	reading); annotate individually, stop and discuss in pairs and as a class.	annotation,
-	Reading quiz/create a facebook conversation to identify major points, ideas, and	individual jobs
	annotation; then compile information to individual role.	
-	Vocabulary Word Wall; define words & present; display on wall.	
-	Listen to audio of Book 7 (give summary to differentiate for lower students before	
	reading); annotate individually, stop and discuss in pairs and as a class.	
-	Reading quiz/create a facebook conversation to identify major points, ideas, and	Formative A:
	annotation; then compile information to individual role.	content,
-	Timed writing about faith (Entrance Exam format)	annotation,
-	Listen to audio of Book 8 (give summary to differentiate for lower students before	individual jobs
	reading); annotate individually, stop and discuss in pairs and as a class.	individual jobs
	Reading j, amotate multiduary, stop and discuss in pairs and as a class. Reading quiz/create a facebook conversation to identify major points, ideas, and	
	annotation; then compile information to individual role.	Formative A:
		content,
	Listen to audio of Book 9 (give summary to differentiate for lower students before	annotation,
	reading); annotate individually, stop and discuss in pairs and as a class.	individual jobs
_	Reading quiz/create a facebook conversation to identify major points and ideas;	
т _	then compile information to individual role.	
	Faith reflection.	Summative: EQS
	Vocabulary assessment	Summative: EQS
	Work day to plan social media poster	vocabulary
т	TAOS TRIP	Summative:
•	Work Days to create social media together	character, content,
• • •	Present posters to the class	theme, EQs
	Reflect on experience and revisit EQs; discuss.	/