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Heart of Darkness: A Critical Approach to Marlow's Character

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UbD Template 2.0

| Stage 1 – Desired Results | | |
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| Established Goals (e.g., standards) | Transfer | |
| | <i>Students will independently use their learning to...</i> | |
| | Meaning | |
| | Understandings <i>Students will understand that...</i> . . . literature is a product of a certain time and place. . . . evaluating literature through only one critical lens limits its meaning. . . . readers bring their own biases and experiences to an interpretation of literature. . . . multiple interpretations of a text can be valid as long as they are substantiated by evidence in the text. . . . choosing not to act or speak out is still a choice. | Essential Questions What does it mean to be a participant in life rather than an observer? What is an individual's responsibility to others? If a person cannot be taken at face value, does it matter what that person says? Can meaning in literature be authentically extrapolated from characters who are not given a voice? |
| | Acquisition | |
| Knowledge <i>Students will know...</i> . . . the definition of post-colonial literature. . . . the history of the Congo and the Scramble for Africa. . . . Joseph Conrad's biographical information. . . . the purposes and effects of a frame narrative. . . . the following critical approaches to interpreting literature: formalism, new historicism, biographical, psychological, Marxist, post-colonial, feminist, queer, reader-response . . . the characteristics of Impressionism and Modernism. | Skills <i>Students will be able to...</i> . . . identify a frame narrative. . . . engage in close reading. . . . use tone words in descriptions of artwork and literature. . . . identify irony in a text by looking at shifts in diction and tone. . . . determine the narrator's reliability by looking at his reaction to and relationship with others. . . . apply a variety of critical lenses in service of literary analysis. | |
| Stage 2 – Evidence | | |
| CODE (M or T) | Evaluative Criteria (for rubric) | |
| | | Performance Task(s) |

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| | | <p><i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Literary analysis essay</p> <p>-----</p> <p>-----</p> <p>Other Evidence (e.g., formative)</p> <p>Writing notebook</p> <p>Character chart</p> <p>Rewritten passages from alternative viewpoint</p> |
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Stage 3 – Learning Plan

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|--------------------------|---|
| CODE (A, M, T) | <p>Pre-Assessment</p> <p><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <p>Anticipation guide</p> <p>Reflective writing activities</p> |
|--------------------------|---|

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|--|---|---|
| | <p>Learning Activities</p> <p>Artwork writing responses</p> <p>Character chart</p> <p>Map of Marlow's journey (whole class activity)</p> <p>Save the Last Word for ME protocol</p> <p>Analysis of "The White Man's Burden"</p> <p>Rewriting passages from alternative view point</p> <p>Analysis of "The Hollow Men"</p> <p>Analysis of "Eternity Blues"</p> <p>Comparison and contrast of passages</p> | <p>Progress Monitoring (e.g., formative data)</p> |
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