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Genre (And the category is...) [9th grade]

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Education Department

Understanding by Design Curriculum Units

Trinity University

Year 2006

Genre (And the category is...)

Kristen Dylla
Trinity University,

UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: And the Category is...

Grade Level: 9

Subject/Topic Area(s): English/Genre

Designed By: Kristen Dylla

Time Frame: 2-3 weeks, 50 minute classes

School District (One Designer): Lockhart Independent School District

School: Lockhart Freshman Campus

School Address and Phone: 419 Bois D'Arc St.
Lockhart, Texas 78644
512-398-0170

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

Making sense of the world and its complexities looms a difficult task for students in the ninth grade. This unit focuses on the understanding that one way to do so is to categorize information and ideas. The discipline-specific part of the unit will utilize the idea of genre as a category for organization, an essential understanding for the study of any text.

The unit is done at the start of the year so that for the rest of the year, students have their ideas of genre to help them make sense of texts read. It would be preceded by an introduction to learning styles and multiple intelligences and followed by a unit on what effects an author can produce by following or breaking the rules and conventions of a genre.

The students will explore examples of prose and poetry, fiction and non-fiction, as well as selected examples of each that they will study more in-depth later in the year. An understanding of genre will aid the students in understanding that different forms are used for different audiences and purposes and that knowing the genre of the text they are reading can help them make sense of it and inform their approach to it.

In the performance task, the students demonstrate an understanding of the structures, audiences, and purposes of a magazine in the genre of their choice and a business letter. They will create a magazine that serves a particular audience using a particular genre of their choice. They may use a continuum of audiences that we will have established as a class to help guide them.

Year: How do people make sense of the world and of themselves?

Unit: Genre

Grade: 9

Stage 1: Desired Results

Understandings

Students will understand that...

People categorize information and ideas in order to better understand it.

The genre of a literary work helps a reader make sense of it.

Different genres are used for different purposes and audiences and have unique organizational patterns.

-entertainment, information, persuasion, self-discovery, teaching, learning

Possible misunderstandings: difference between fictional genres and literary genres

Essential Questions

Knowledge & Skill

How do we make sense of information?

Why does genre matter?

Knowledge:

Students will know:

- Literary genres
- Characteristics and purposes of nonfiction: bio, autobio, newsprr, letter and fiction: novel, speech
- Characteristics of prose and poetry

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:

(A) write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; and write poems, plays, and stories;

(B) write in a voice and style appropriate to audience and purpose; and

(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively. The student is expected to:

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;

(C) compose increasingly more involved sentences; and

(D) produce error-free writing in the final draft.

(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:

(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;

(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic

Skills:

Students will be able to:

- Write in various forms of genre for various audiences
- Analyze various genres and their relationships to audience and purpose
- Determine their approach to various genres and texts as readers
- Utilize the SOAPS strategy for analyzing non-fiction

texts, and other media;

(C) read world literature, including classic and contemporary works; and

(D) interpret the possible influences of the historical context on a literary work.

(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:

(H) understand literary forms and terms such as author, biography, autobiography, myth, tall tale, structure in poetry, epic, ballad, and analogy as appropriate to the selections being read.

(12) Reading/analysis/evaluation. The student reads critically to evaluate texts. The student is expected to:

(A) analyze characteristics of text, including its structure, and intended audience;

(B) evaluate the credibility of information sources and determine the writer's motives;and

(D) analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.

Stage 2: Assessment Evidence

Performance Task:

Create a magazine looking for a particular genre of writing. You must determine whether you want prose, poetry, fiction, or non-fiction in your magazine. From there, make sure to determine the more specific categories from there as well: sci-fi, romance, action-adventure, comic, lyric, epic, etc. Refer to examples in class.

- Outline the specifics of your genre according to: prose/poetry, fiction/non-fiction, length, theme, how conflict is resolved, purpose and audience (i.e. age, socio-economic status, marital status, ethnic group). Remember with audience that you may have multiple groups included. Use elements of your largest category of genre but get more specific for your particular magazine.
- Once you have determined the previous criteria for your magazine, write 2 examples of pieces submitted to the magazine. 1 example fits the criteria while 1 does not because it does not either match the genre, audience, or purpose of the magazine.
- Outline how each example fits or does not fit the given criteria.
- After your entries are written, you will exchange them with another pair doing a similar genre. As magazine editors, write a letter accepting the example that fits the criteria and commending the writer on how it will do well in the magazine. Write a letter rejecting the example that does not fit the given criteria and outline how it does not, make sure your outline includes the connections between audience, purpose, conflict resolution, theme, and genre.

Assessed on:

Characteristics of genre

Effectiveness of reaching intended audience with chosen genre

Quality of writing

Other evidence:

- Log of personal revelations about genre, reading, and writing
- Quiz: matching genre to characteristics, Genre Graphic Organizer
- Exit slips to monitor students' understandings and misunderstandings
- Continuum of reading purposes as they match audiences and genres: informal checks
- Genre Tree/octopus (captive audience)
- Short writings in various genres for various audiences and purposes.
- Objective Test over literary genres, and characteristics and purposes of prose and poetry, nonfiction: bio, autobio, newsprr, letter and fiction: novel, speech. Given a genre, how approach reading?
- In stage 3, anything labeled (A) is an assessment tool.

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

✓ Day 1

➤ How do we make sense of information?

Anticipatory Set

Two shelves are set up mimicking a grocery store. One shelf is categorized by type of food and brand names. The other shelf has items on it willy-nilly. Have two volunteers find a list of items on the shelf and time them, one person looking on the organized shelf, the other on the willy-nilly shelf. The organized shelf should finish first. Have students rank level of frustration finding items listed. Which store would they go to for their groceries?

Ask students what they expect to do in an English, Science, Art, Math, and/or Social Studies class. Why do they have these expectations?

Categories and organization defined. – part of life, way to organize. Brainstorm benefits and drawbacks.

HW: List ways that you keep yourself in order (i.e. binders, calendar, etc.).

✓ Day 2

Think-Pair-Share

Students get into pairs to share their ideas for keeping selves in order. One student will share some strategies and benefits while the other listens. At the end of the talking, the teacher will call on students to share with the class something he or she heard.

Students switch roles and the one talking discusses what life would be like without these strategies.

Journal

Think of a situation in which knowing the category something belonged to helped you make a decision. My example: If I know it's a horror movie, I won't go see it because that genre scares me, and I don't like being scared.

✓ Day 3

➤ Why does genre matter?

Anticipatory set

Walk into library and tell students to go on scavenger hunt in pairs finding examples of mystery, romance, biography, autobiography, classic, and reference books. – lesson from book in library

Work with organization in the Library. Students answer the following questions in pairs following the scavenger hunt. Then, they share their answers with the class.

- Why are books organized in this manner in the library? What purpose does it serve for the librarian and for people who come to use the resources? How does genre fit in with the organization of the library?

After students answer the questions, the librarian will share her answers with the class.

✓ Day 4

➤ How do you categorize genre?

Inductive (informal assessment of possible misunderstandings about genre)

- Students use Inspiration (a computer program that helps to organize information visually) to organize a list of genres they are given:

Popular or Genre Fiction, Science Fiction, Romance, Novel, Short Story, Prose, Poetry, Text, Literary Fiction, Action Adventure, Fiction, Non-fiction, Biography, Autobiography, Lyric Poetry, Epic Poetry, Journal-writing, Journalistic, Children's Literature, Essay, Letters

- Students write a short paragraph explaining why they organized their genres in the manner chosen.

✓ Day 5

➤ Defining Genre

Direct Instruction

- Lecture: Give outline notes on what makes a genre.
- Guided Practice:
- Go to lab and research some genre ideas, see the vastness and complexity of genres. Make possible adjustments to Genre Graphic Organizer from the previous day.
 - (A) *Keep log of genres of interest. – Make note for SSR*
 - (A) *Exit Slip: your understanding of prose, poetry, literary genre, and popular genre*
 - *HW: Why does genre matter? How could genre relate to the purpose of a text (what it's trying to do) and its audience (the people who are intended to read it)*

✓ Day 6

➤ Various genres for various purposes and audiences

Stand and Share

- Coming in, students hand me their homework. All students stand up. I read through homework, and students sit as an answer they agree with is said. For example, the purpose of a novel is to entertain.
- Guided Questions: How does the purpose inform the look (structure) of something? Use magazine example...glossy texture, pretty pictures, not much text all at once, text about social things (Who's J Lo with now?) match the purpose to entertain.

Look at structure as informing genre: novel length is similar to bio length but different info in the structure of a chapter – letter->word->sentence->paragraph->page->chapter->book

Information within the structure different according to genre.

Venn Diagram: compare contrast novel and biography

- Students will have a novel and a biography they have chosen as they walked into the room. Using the Venn shaped as two books, they will compare/contrast according to structure (book set-up), information, purpose, audience, etc. A short paragraph of information will be available for each.
- (A) Students will come up with their own definitions of novel and biography; the best will be used to display in the room.
- *Exit Slip:* What is the purpose of a text? What is an audience for a text?

Day 7

➤ Uses of Genre

➤ Why does Genre matter? Should all texts be read in the same way?

Review how genre can influence what movie will/won't see and what book you want to or don't want to read. Review how genre helps when deciding where to go in the library to find the appropriate book.

Direct Instruction

Presentation: **SOAPS**, an approach for reading and analyzing Non-Fiction, handout

Model on overhead using a short non-fiction text – Start with Subject and Speaker.

Guided Practice: Students are given a diagram on SOAPS. They take 4 examples that have been split up into the sections of SOAPS and place the appropriate example in the spot.

Example: Martin Luther King, Jr.'s "I Have a Dream Speech"

Speaker: MLK, Jr. Civil Rights Leader Preacher Visionary	Occasion: 1960's Washington, D.C. Black people in America do not have the same opportunities as others. American society is segregated.	Audience: People who believe in the Civil Rights Movement People who want an America where all races can live peacefully and equally People listening	Purpose: To inspire people to continue the causes of the Civil Rights Movement	Subject: A speech about a dream for America
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HW: Sit down with parent-types and discuss similar and different tastes in music and TV programs.

✓ Day 8

➤ Purpose/Audience

Anticipatory Set

- **Journal** – What music do you listen to and what TV shows do you watch that are different from your parent-types? What are some reasons you can think of or have been told as to why your parent-types do not like what you like in these examples? -- perhaps dance music as an example...different types of dancing for different types of audiences

- **Connect to writing and reading.** Authors write in different styles for different audiences and purposes. – Give examples.
- *Create continuum* of purposes and audiences,
- Students start personal graphic organizer matching the genres that will be studied in the unit to possible audiences and purposes.

✓ Day 9

➤ Purpose/Audience/Structure/Information

Stations:

Given different contents and purposes, students match an audience out of a list. Stations all have a connection to cars in terms of topic.

Day 10

- (A) Quiz over genre types, purpose, audience, structure, information, SOAPS
- In partners, give them laminated graphic organizers separated into Prose and Poetry. Their task is to fit the genre titles they have onto the tree where appropriate. Each genre has a short definition

as part of it.

HW: Answer the question, what is poetry?

✓ **Day 11**

➤ **What is Poetry? How is it a genre?**

Inductive/Anticipatory Set

Give students the Genre Chart and 4 poems. They must determine where on the chart they poems would go based on the definitions on the chart and their prior knowledge of poetry.

Direct

Present some definitions of poetry and how it differs from prose. Help to define by defining what it is not.

Guide: Give students same 4 poems and have them find examples of characteristics of the poems that make them different from prose.

Independent: Students are given 10 examples of texts and are told that only 8 of them are poems.

Students must determine which of them is poetry. (A)

HW: How does poetry differ from prose?

✓ **Day 12**

➤ How do I approach the reading of a poem?

Develop a strategy for reading poems.

Day 13

- ✓ Begin work toward performance assessment.

Day 14

- ✓ Unit Test

Day 15-16

- ✓ Continue work on performance assessment.
- ✓ Publish *Genre Magazine* for school of the genre examples.

Magazine Rubric

	A – Exceeding Expectations	B – Meeting Expectations	C – Approaching Expectations	D-F – Does Not Meet Expectations
Establish Genre Requirements: Length Theme How conflict is resolved Purpose Audience	A short introduction as to the purpose of the magazine is clear and concise Requirements laid out clearly and easily understandable All requirements present and detailed	A short introduction as to the purpose of the magazine is present. Requirements laid out clearly. All requirements present.	A short introduction as to the purpose of the magazine is semi-clear. Requirements laid out are somewhat confusing Requirements incomplete, missing elements	A short introduction as to the purpose of the magazine is confusing. Requirements are confusing or not present.
Elements of Genre (i.e. purpose matches audience which matches theme, etc.)	Criteria for the genre matches, works together to create a meaningful structure	Criteria for the genre matches, works together to create a structure	Criteria for the genre matches, works together to create a structure but may have moments that do not fit	Criteria for the genre matches, works together to create a meaningful structure
Genre Writing Example	Fits genre requirements well. The perfect example.	Fits genre requirements	Fits genre requirements but has a few elements that do not	More like a non-example
Genre Writing Non-example	Clearly a non-example. Clearly does not work in terms of either genre, purpose, or audience	A non-example	A non-example but may stray into the example land	Not sure where it does or does not fit

Letter Rubric

Structure	Appropriate structure for a business letter	Structure fits a business letter but may have a few errors.	Structure fits business letter loosely	Does not fit business letter structure
Language	Language, style, word choice enrich the business letter	Language, style, word choice appropriate for a business letter	Language, style, word choice appropriate for a business letter somewhat.	Language, style, word choice <i>is not</i> appropriate for a business letter
Explanation	Explanation for acceptance and rejection is thorough and respectful.	Explanation for acceptance and rejection is understandable and respectful.	Explanation for acceptance and rejection present.	No explanation for acceptance and rejection is given.

