

**Interrupting the Historical Narrative: A Genre Study
Women's Literature**

Structure of this unit map is provided by The Telling Room's *A New Land* Unit Plan created by Veronica Foster in 2021

Unit Overview

This four-week genre studies unit inspires students to examine how women writers disrupted the traditional historical narrative through their use of genre, prompting readers to consider the writers' lives and perspectives as women. Students will be exposed to multiple genres with opportunities for discussion and collaboration in the classroom. Lessons are designed to scaffold historical context and genre analysis, making this material accessible to all students as they engage with these authors and their texts. Students will be asked to consider genre as a literary technique and question their understanding of the narrative of traditional gender roles. They will leave this unit with the necessary historical context and the ability to analyze form and genre as a literary feature.

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This curriculum unit is designed for 11-12th grade Honors ELA classrooms ...

Alignment with Maine Learning Standards

Alignment with Common Core Standards

Essential Questions

<p>Key Ideas and Details R.6.9 – Diploma</p> <p>Analyze the impact of an author’s choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).</p> <p>Craft and Structure R.8.9 – Diploma</p> <ol style="list-style-type: none"> Analyze the organization and structure of specific features and components in various texts Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole. <p>Integration of Knowledge and Ideas R.10.9 – Diploma</p> <ol style="list-style-type: none"> Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts. Evaluate the premises, claims, and/or conclusions in various texts, verifying the information when possible and corroborating or challenging conclusions with other sources of information. <p>Composing for Audience and Purpose W.3.9-Diploma</p> <ol style="list-style-type: none"> Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas. Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone. Provide closure that enhances, supports, and reflects 	<p>Key Ideas and Details CCSS.RL.11-12.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>Craft and Structure</p> <ol style="list-style-type: none"> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. 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. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>CCSS.W.11-12</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
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the purpose of the piece.		
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Unit Calendar:

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five
•	•	•	•	•

Lesson Six	Lesson One	Lesson Two	Lesson Three
•	•	•	•

Commented [1]: change lesson #s when decided how many days are needed for each author

Lesson Four	Lesson Five	Lesson Six
•	•	•

Lesson One:

<p>Objective(s):</p> <ul style="list-style-type: none"> • <p>Readings and Materials:</p> <ul style="list-style-type: none"> •

Teacher Prep: ●	
Lesson Plan: 60 mins 1.	Differentiation:
Homework/Opportunities for Extension: ●	

Lesson Two:

Objective(s): ●	
Readings and Materials: ●	
Teacher Prep: ●	
Lesson Plan: 1.	Differentiation:
Homework/Opportunities for Extension: ●	

Lesson Three:

Objective(s): ●	
Readings and Materials:	

● Teacher Prep: ●	
Lesson Plan: 1.	Differentiation:
Homework/Opportunities for Extension: ●	

Assessment: