American Literature:
Women at the Turn of the Century
1855-1925

Emily Dickinson

Charlotte Perkins Gilman

Kate Chopin

Universal Design for Learning
Grade 11
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Author's Note

My name is Erin Mulloy-Flores, and I am an English teacher at Merrillville High School in Merrillville, Indiana. Merrillville High School has about 2100 students with an extremely diverse student body. I am currently in my third year of teaching having graduated from Purdue University in May 2002. My teaching assignments for this academic year include American Literature and Etymology for college bound juniors, American Literature for juniors, and freshman honors English. This particular unit is geared for students in Junior American Literature who need more intensive instruction in their reading and writing skills. This class is also an inclusion environment and is co-taught with a special education teacher. I do most of the teaching, and my co-teacher ensures the special education students are receiving the services they need, such as modified assignments or extended work time.

I designed this unit based on the reading selections that are in the textbook assigned for the class, which is McDougal Littel's American Literature edition of *The Language of Literature*. The reading assignments include the following:
- Article in textbook entitled "Women's Voices, Women Lives"
- Biography information on Emily Dickinson (article in textbook)
- Emily Dickinson Poetry
    1. "The is my letter to the World"
    2. "'Hope' is the thing with feathers―"
    3. "I heard a Fly buzz―when I died―"
    4. "Because I could not stop for Death―"
- "The Yellow Wallpaper" by Charlotte Perkins Gilman
- "The Story of an Hour" by Kate Chopin

Even though the students in this class have a textbook, work done in the classroom will be completed on laptops. They will be using a computer program called Kurzweil to read their assignments. Kurzweil allows students to work at their own pace. It also will read to them at various speeds, highlight the text as it reads, and provide definitions for words they do not know. For work that is not completed in class, students will be allowed to do the work at home using the assigned textbook.

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Standards Covered

Indiana Academic Standards

- 11.1.3 – Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
- 11.2.4 – Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- 11.2.5 – Analyze an author's implicit and explicit assumptions and beliefs about a subject.
- 11.3.2 – Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 11.3.3 – Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.
- 11.3.4 – Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- 11.3.5 – Analyze recognized works of literature (American, British, world) representing a variety of genres and traditions that:
  - trace the development of the major periods of literature.
  - contrast the major themes, styles, and trends in different periods.
  - evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.
- 11.4.10 – Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.
- 11.4.11 – Edit and proofread one's own writing, as well as that of others, using an editing checklist.
- 11.5.2 – Write responses to literature that:
  - demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - analyze the use of imagery, language, universal themes, and unique aspects of the text.
  - support important ideas and viewpoints through accurate and detailed references to the text and to other works.
  - demonstrate an understanding of the author's style and an appreciation of the effects created.
  - identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 11.5.3 – Write reflective compositions that:
  - explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
  - draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
  - maintain a balance in describing individual events and relating those events to more general and abstract ideas.

- 11.6.1-11.6.3 – Students write using standard English conventions.

Information above is from http://www.doe.state.in.us/standards/

Planning Pyramid
What should students know?

<u>Some</u> students will know
- the religious nature of many of Dickinson's poems and how her conflict with religion affected her poetry
- the meanings of the metaphors Dickinson uses
- the tone of the speakers in each of the four poems that will be read in class
- why the woman behind the wallpaper symbolizes the narrator's feelings and status in society
- that the emotions Mrs Mallard feels about her husband's death give insight about women's lives at the end of the 19th century
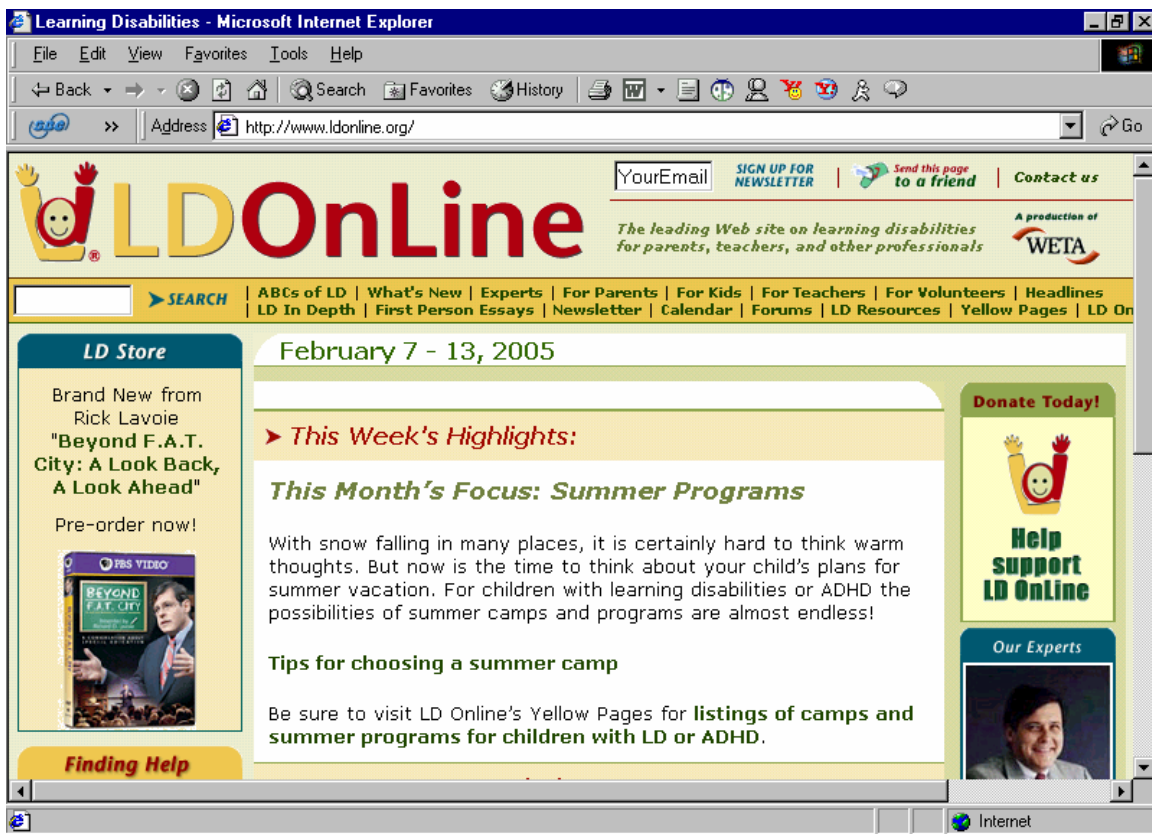
<u>Most</u> students will know
- the various theories surrounding Dickinson becoming a recluse
- Dickinson had certain advantages other women did not (coming from a privileged family and her father valuing education for this children)
- the use of imagery in Dickinson's poems
- that the theme of "The Yellow Wallpaper" relates to the content of the article "Women's Voice's, Women's Lives"
- the logical inferences the reader can make about the narrator in "The Yellow Wallpaper"
- that the emotions Mrs. Mallard feels about her husband's death relate to the article "Women's Voice's, Women's Lives"

<u>All</u> students will know
- women's roles in the late 19th century and early 20th century
- Dickinson was a recluse for most of her life
- almost all of Dickinson's poems were not published until after her death
- Dickinson wrote 1,775 poems while she was alive
- the use of similes in Dickinson's poems
- the personification of death in one of Dickinson's poems
- "The Yellow Wallpaper" is told through a first-person narrator
- the type of relationship the narrator has with her husband
- the irony of the diagnosis of Mrs. Mallard's death at the end of "Story of an Hour"
- why Mrs. Mallard's sister is taking precautions when telling her of her husband's death
- the major conflict that arises in Mrs. Mallard when she hears of her husband's death
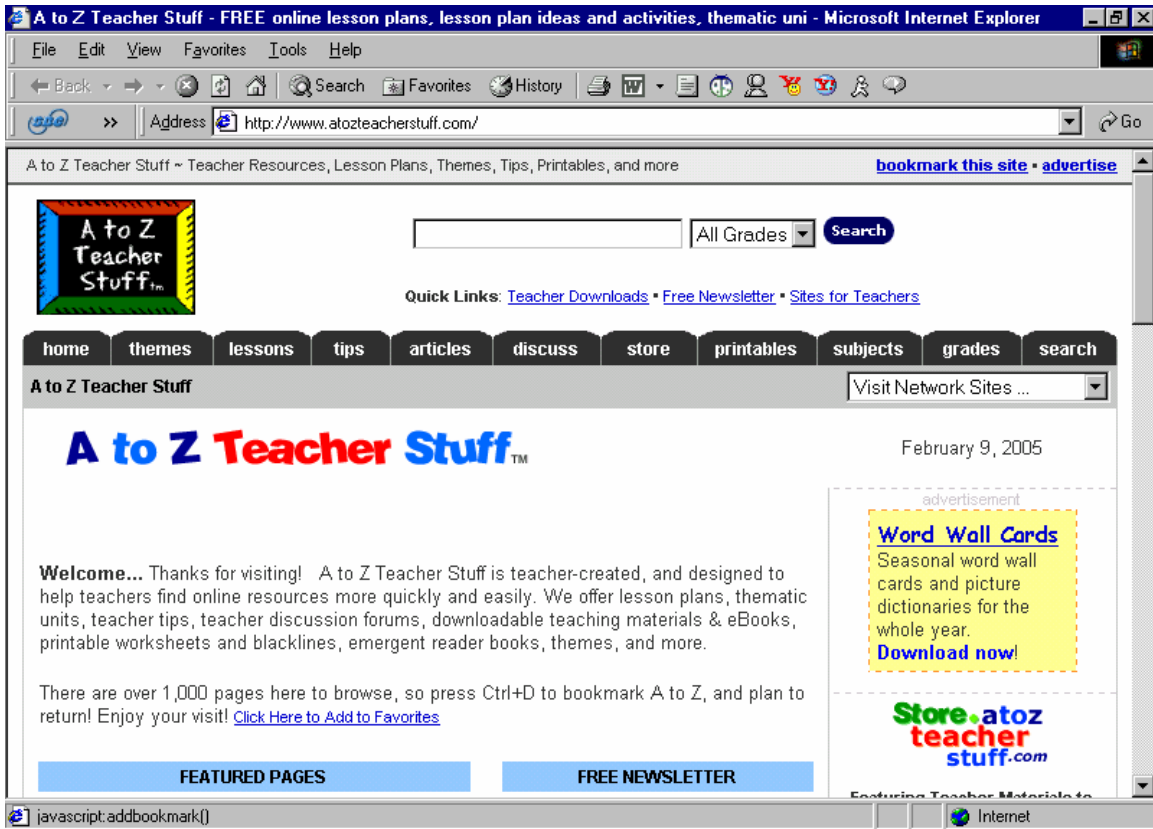- the plot elements in "Story of an Hour"

Teacher Library

LDOnline
http://www.ldonline.org

This particular website has information on various learning disabilities and what can be done to help students who are diagnosed with them. There are also links to resources for not only parents, but teachers as well. In addition to a variety of resources, there are up to date news articles on issues concerning learning disabilities.

Learner Activities
What materials and resources will be useful for engaging students in meaningful learning activities?

A to Z Teacher Stuff
http://www.atozteacherstuff.com

A to Z Teacher Stuff provides a variety of resources to engage students in learning activities. There worksheets, lesson plans, units, etc. There is even a section that helps teachers create activities for students that have learning disabilities. The site offers a free newsletter as well that includes updates, announcements, and links to other educational sites.

Assessment

Throughout this unit, students will be answering questions over what they read, taking quizzes, writing response paragraphs, completing vocabulary exercises, and finally taking a unit test over the material. The following rubric would be used to look at all of the work completed by the student and to determine if the student successfully understood the material. The rubric also allows the teacher to organize the material from the unit into specific categories; the teacher will need to know which questions or assignments fit in to each category requirement.

Requirements	Comments/Homework, Quiz, and Test Scores	Overall Score
Does the student know the basics of what he reads: setting, plot, and character?		
Can the student make logical inferences through what he reads?		
Can the student make connections between his inferences and the themes of the literature?		
Can the student identify literary devices in prose and poetry (metaphors, similes, personification, etc.)?		
Can the student understand symbolism and how it relates to the themes of the literature?		
Does the student show mastery in the vocabulary for the unit?		

Modifications
Planning for Academic Diversity

Learning Barrier	Possible Solutions	Web Link Resources
Student cannot read at grade level	Kurzweil can read the text to the student; it will also highlight the text as it reads it. This way, the student can see and hear the word pronounced at the same time. Kurzweil will also read at various speeds for the student.	http://www.glencoe.com/sec/teachingtoday/ educationupclose.phtml/29
Student has difficulty comprehending the material	While the student is reading material through Kurzweil, there will be various stopping points where the student will have to answer questions over what he has just read. This helps because it forces the student to look at a smaller body of text for the solutions. It also checks the student's comprehension along the way instead of just at the end of the selection.	http://ldsupport.homestead.com/Readingcom prehension.html
Student has difficulty mastering the vocabulary of the unit	Kurzweil has a feature that allows students to look up the definition of any word he does not now. Also, throughout the	http://www.prel.org/products/re_/ES0419.htm

	reading selection, difficult words can be highlighted as the target vocabulary for the selection. There would be exercises for the student to complete for practice as well.	
Student needs the instructional material in a language other than English	Kurzweil has a dictionary that allows ENL students to look up words in another language.	http://owl.english.purdue.edu http://esl.fis.edu/parents/advice/f-hwk.htm
Student has difficulty with handwriting (speed or accuracy)	Most of the student work in the classroom will be done on the computer; therefore, the student can type all his work and the computer will help identify the mistakes. If the work is not done in class, the assignment can be taken home where the student can work at his own speed as well.	http://www.healthyplace.com/communities/add/judy/dysgraphia_1.htm http://www.cdl.org/resources//reading_room/graphomotor.html
Student needs additional challenge	In addition to the questions a student must answer as he reads his assignments through Kurzweil, there can be various activities for him to complete that will give him more challenge, such as researching a related topic on the Internet and then writing paragraph responses on the	http://www.kidsource.com/kidsource/pages/ed.gifted.html

	information researched.	
Student had difficulty with calculating activities	Breaking activities up in to various steps can help the student be more successful. Different steps allow the student to complete the activity in sections, so there is no issue with what needs to be done first.	http://ldonline.org
Student needs help with conducting research	When requiring a student to conduct research (most will be Internet based), guidelines can be given to the student to help him narrow his research appropriately. Giving the student basic questions that should be answered during the research can help as well. Also, Draftbuilder, a program we will be using, is writing software that helps a student organize his research information.	http://lib.northern.edu/helper/FAQ.html http://vm.cfsan.fda.gov/~comm/students.html