

Grade 10

Distance Learning Module 2: Week of: 4/6/2020-4/9/2020

## ***American Literature - Modified from Unit 7 - Authors and Personal Truth - Core Text (CT5-9)***

### **Targeted Goals from Stage 1:**

**Content Knowledge:** Students will be able to analyze an author's use of craft moves and humor.

**Vocabulary:** tone, derogatory language, self-deprecating humor

**Skills:** close reading (tone, author's craft, humor), analysis

### **Expectation:**

<b>Description of Task (s):</b>	<b>Resources and Materials:</b>	<b>Daily Checks (Return to Google Classroom or snapshots from a cell phone)</b>
Monday- (Unit 7 LA 6) Author's Craft & Tone  SWBAT analyze an author's use of craft moves (dialogue, imagery, strong language, swearing, etc.)  Mini Lesson: Tone (Address: Use of humor to allow the author to address tragic, disturbing topics, swearing, derogatory language, dialogue, etc.)	Author's Craft Page- Sample  Literary Devices: From Purdue OWL  Words to describe tone  Tone Handout	Describe Alexie's Tone. How does he create the tone, what moves does he use?  Exit Slip
Tuesday: (Unit 7 LA 7) Close Reading SWBAT close read a text for an author's stylistic choices to determine deeper meaning.	How to Do a Close Reading  <b>When analyzing the text..</b> <ul style="list-style-type: none"><li>● <b>Notice and name</b> the craft moves</li></ul>	Read word by word. What do we notice about the decisions the writer makes? Pay attention to word choice, syntax, punctuation, imagery, and other craft moves. Look for patterns. Ask questions about what you see.

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<p>Mini Lesson: Model with passage from the book</p> <p>Close Reading/Tone Example: Sherman Alexie</p>	<ul style="list-style-type: none"> <li>• The <b>reason</b> for the (craft move here)?</li> <li>• The <b>effect</b> of the (craft move here)?</li> <li>• The <b>tone/attitude</b> of the author towards this subject?</li> </ul>	
<p>Wednesday: (Unit 7 LA 8) Humor</p> <p>SWBAT evaluate the use of humor as a literary device.</p> <p>Mini Lesson: Define humor.</p> <p>What makes something funny? (Manipulation of expectations)</p>	<p>Definition &amp; Examples of Humor</p> <p>Types of Humor</p>	<p>Notice Humor. How does use of humor impact the mood and tone?</p>
<p>Thursday: (Unit 7 LA8) Humor continued</p>	<ul style="list-style-type: none"> <li>• Irony <ul style="list-style-type: none"> <li>◦ Verbal (Sarcasm)</li> <li>◦ Situational (example from Godfather)</li> <li>◦ Dramatic Irony</li> </ul> </li> <li>• Hyperawareness (Jerry Seinfeld) <ul style="list-style-type: none"> <li>◦ Overstatement or hyperbole (Soup Nazi)</li> </ul> </li> <li>• Lack of awareness <ul style="list-style-type: none"> <li>◦ litotes, or understatement</li> </ul> </li> </ul>	<p>Evaluate Humor. What types of humor does Alexie use? How does the type of humor impact our view of characters and the author himself? Exit slip?</p> <p>Weekly Reading Summary/Analysis Sheet Note: Students can comment on their humor lessons here.</p>

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	<ul style="list-style-type: none"> <li>• Innuendo</li> <li>• Double Entendre</li> <li>• Absurdity- Ministry of Silly Walks</li> <li>• Self-deprecating - Maysoon Zayid TED Talk</li> <li>• Parody (Weird Al - Word Crimes)</li> <li>• Dry humor (display of a lack of emotion in contrast to absurdity of subject matter) Ron Swanson - "Bacon and Eggs"</li> </ul> <p>Scavenger Hunt examples in your text.</p>	(FINISH THE BOOK)
Friday: Day Off for Good Friday		

**Weekly criteria for success** (attach student checklists or rubrics): General Feedback Rubric, exit slips, reading tracker

**Supportive resources and tutorials for the week** (plans for re-teaching): Websites and review docs will be included for review as need/live Q&A post mini lessons.