Modernism/Experimentation Unit (1914 - 1945)

THEME: Modern Times, Modern Issues

<table>
<thead>
<tr>
<th>CCGPS Standards and &quot;I CAN&quot; Statements</th>
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<tr>
<td>ELACC11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</td>
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<td>ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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<tr>
<td>1. I CAN identify and interpret a variety of rhetorical devices such as symbols, irony, tone, foreshadowing</td>
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<td>ELACC11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
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<td>ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research</td>
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<td>ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
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<td>3. I CAN use evidence from the text to support my analysis.</td>
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<td>4. I CAN correctly cite the evidence from the text that I use to support my answer.</td>
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<td>5. I CAN critically review my written work and revise and edit it BEFORE turning it in for a grade.</td>
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<td>ELACC11-12RL9: 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.</td>
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<td>ELACC11-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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<td>6. I CAN incorporate background knowledge of the author and the time period into my analysis of theme.</td>
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<td>7. I CAN analyze how similar themes and topics are treated in two different stories.</td>
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Task 1. The Lost Generation

In the workbook called "Passing the CCGPS American Literature EOCT", read pages 44-45 on The Lost Generation.

1. Definition of "Lost Generation":
   A group of disillusioned expatriate American writers, residing primarily in Paris during the 1920s and '30s. The term was coined by the American writer Gertrude Stein and used by the American writer Ernest Hemingway in his novel The Sun Also Rises (1926).

2. Why did Gertrude Stein name the artists of the WW1 generation "The Lost Generation"?
3. Define "expatriate". [use def. #2]

4. The disillusionment of American writers after World War 1 showed in themes of ____ and techniques like ____ ____ ____ that mirrored the individual's ____ for ____.

5. Define "stream of consciousness". [use grammar.about.com]

   Use the first sentence as your definition...

6. Gertrude Stein, an American poet living in Paris, lamented that the artists of the WWI generation were unable to live normal lives because of their ____.
7. Many American poets living in Europe experimented with the form and structure of poems, creating work that was often ____ and ____. A group of disillusioned expatriate American writers, residing primarily in Paris during the 1920s and '30s. The term was coined by the American writer Gertrude Stein and used by the American writer Ernest Hemingway in his novel The Sun Also Rises (1926).

8. The most influential poem to arise from this period was the epic poem about the postwar world, was TS Eliot's ____ ____ ____.

9. Complete the attached graphic organizer on important American authors of this time period.

Task 2. The American Dream

In the RED literature book, read pages 523 - 529. Answer the following questions on YOUR OWN PAPER.

1. In 1917 the US entered World War I, conflict which was fought under the bright banners of ____ and ____ ____ ____ but which in fact became a ____.

2. After the war, despite the victory of the US, American writers began to question the ____ and ____ that had seemed to be American bedrock.
3. The war introduced new ____ codes, as well as ____ skirts, ____ hair, and even new ____ expressions.
4. In 1929 the crash of the ____ ____ brought suffering to millions of Americans and was followed by the Great ____.
5. The modernist movement in literature, painting, music and the other arts called for ____ ____ and a wholesale ____ of ____ themes and styles.
6. World War I was a turning point in American life, marking a loss of ____ and a strong ____ with ____.
7. Name the three central ideas of the American Dream. (the 1st is on p. 525; the 2nd and 3rd are on p. 528 - you can also find them in 2 other places on p. 529)

1. Identify four specific things in the poem that cannot, or did not, "stay."
2. Think what the first buds of leaves look like in spring; then explain what line 1 means.
3. What differing ideas might "gold" symbolize in the poem? Why can't gold stay - or do you disagree?
4. Literary terms
   Alliteration - write two lines that uses alliteration
   Slant rhyme - write the one set of lines that uses slant rhyme

Task 4. The New American Hero

In the RED literature book, read pages 531 - 533. Answer the following questions on YOUR OWN PAPER.

1. _____ was a major theme in the fiction of the time.
2. The most influential of all the post-World War I writers was _____ _____.
3. Describe the new kind of hero that was introduced around this time by completing the below sentences.
   3.1 The new kind of hero was a man of ____, a ____, and a tough ____
   3.2 He had a code of ____, ____ , and ____.
   3.3 He shows "_____ _____ _____"
   3.4 His most important trait is that he is thoroughly ____.
4. Name the 5 elements of modernism in American literature listed on p. 533.
5. Name 2 influential modernist poets and describe the movements to which they were associated.
6. )p. 534)… Name three poets who rejected modernist trends.

Task 5. Of Mice and Men by John Steinbeck

DIRECTIONS: After viewing the film, answer each of the following questions thoroughly ON YOUR OWN PAPER.

1. The American Dream? Thinking of the time period (the Great Depression), why was the vision of a house, a piece of land, raising their own food, and being their own bosses so important to George, Lennie, Candy, and Crooks?
2. Compare/contrast the shooting of Candy's dog to the shooting of Lennie. Write a well-developed paragraph or use a Venn diagram.
3. How does the shooting of Candy's dog foreshadow the shooting of Lennie?
4. Does George fit the new kind of hero? EXPLAIN with specific examples and details (see p. 531-533 for help in answering this question)

Task 6. The Great Gatsby by F. Scott Fitzgerald

DIRECTIONS: After viewing the film, answer each of the following questions thoroughly ON YOUR OWN PAPER.

1. Explain how Fitzgerald uses setting to emphasize the differences between the social classes. For example, compare the homes (describe the home as well as the LOCATION) of Gatsby and Myrtle.
2. What do the eyes of Dr. T. J. Eckleberg symbolize?
3. Does Gatsby fit the new kind of hero? EXPLAIN with specific examples and details (see p. 531-533 for help in answering this question)

Task 7. Achieving the American Dream.

TWO PARTS

PART 1. Short Essay. In a short essay (couple of paragraphs), COMPARE yourself to either George or Daisy regarding your ideas and desires for achieving the American Dream. (Compare means tell how things are ALIKE). With which character do you most closely identify? Explain in detail!
PART 2. **Power Point or poster.** CONTRAST George and Daisy in their pursuit of the American Dream.

Include the following information

**TITLE:** Contrasting Daisy and George in "Of Mice and Men"

1. Show how their circumstances are different.
2. How would they each define happiness?
3. How would they each define success?
4. What "things" indicate success for each of them? Come up with AT LEAST THREE (3) for each character.
5. How do they go about achieving their idea of the American Dream?
6. How would each character react if they lost absolutely everything except the clothes on their backs?
   a. what would each character say?
   b. what would each character do?
   c. how would they survive?

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**Task 8. Final Exam Project Slides for this unit**

The Final Exam Project consists of a Power Point presentation that reflects upon each unit you complete for this course. As you complete each unit in this course, you will add to the Final Exam Project so that it will be complete when you finish up the last unit in the course.

1. Open your Final Exam Project that you started in the Basics Unit
2. Scroll to the last page of the project
3. At the top menu bar, select the NEW SLIDE icon to create a new blank slide
4. In the slide title bar, type the name of the unit (see example)
5. For each task you will include the FIVE following things

   **NOTE: You will have ONE task PER slide.**

   1.) **TASK.** Name the task (see example at right)

   2.) **PURPOSE.** Tell the purpose of each TASK. **NOTE: This may or may not be stated directly on your syllabus ... you might have to **INFER** (gasp!) what the purpose is.**

   3.) **"I CAN" statement.** For each TASK completed, list the "I Can" statements that address the activity. **(NOTE: you might have to figure this one out for yourself (or ask your teacher!!)**

   4.) **ADDRESSED.** Tell whether each activity/assignment address one or more of the following:

      a. GRAMMAR  
      b. LITERATURE  
      c. WRITING  
      d. CRITICAL THINKING

   5.) **WHAT I LEARNED.** Tell what you learned in each activity/assignment.

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**Task 9. Grade Yourself**

1. Get a blank standards-based rubric from your teacher
2. Write each "I Can..." statement from the Standards chart in a separate box.
3. Then rate yourself as to how well you mastered each "I Can..." statement.
4. Bring all your work & the completed rubric to your teacher to discuss your work & your grade.