



AERO:SBC Basic Unit Template

Subject/Course:	IB English A2 High Level
Grade Level:	12
Topic/concept:	The Glass Menagerie
Estimated Time Required:	3 weeks

Desired Results:

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)
 2. Students will comprehend, respond to, and analyze a wide variety of literary texts.
 - 2.c. Show how a theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.
 - 2.d. Analyze how irony, tone, mood, style, and sound of language are used to achieve specific rhetorical and aesthetic purposes and to create meaning.
 - 2.e. Analyze ways in which imagery, personification, figures of speech, and word sounds are used in poetry and prose to create meaning.
 - 2.j. Produce responses to literature that demonstrate a comprehensive understanding of techniques, and support key ideas and viewpoints through accurate and detailed references to the text and to other works.
 5. Students will write with clarity, logic, validity, and effectiveness on a wide range of topics and for a variety of purposes and audiences.
 - 5.a. Use written language to pose questions for inquiry, organize information, and communicate it effectively.
 - 5.b. Use rhetorical questions, parallelism, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect in written work.
 7. Students will deliver coherent, well-focused informal and formal oral presentations.
 - 7.e. Deliver persuasive presentations that include well-defined theses making clear and knowledgeable judgments; support arguments with detailed evidence, examples and reasoning, differentiating evidence from opinion.
2. What are the enduring understandings that this unit is built upon?
The struggle between individual freedom and responsibility to others.
The tools authors use in order to express their purpose in a piece of literature.

3. What essential or unit questions will prompt curiosity and focus?
What is more important: your individual freedom or your responsibility towards others?
Could you cut yourself off from others in need?
Even if you were physically free, could you free yourself emotionally from your friends or family who needed you?
Why do you think authors write?
How do you feel when you read different kinds of stories?
Why did you feel that way?

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?
Persuasively represent point of view on the theme of personal freedom vs. responsibility toward others.
Analyze orally the author's purpose in a passage from a piece of literature with respect to its importance for the work as a whole.

Evidence of Learning:

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):
IB short written assignment – creative written work, i.e. letter from one character to another, diary entry, or extra scene, based on the theme of the play. The written work will also include the student's rationale for the creative writing (student's objective in the creative writing and how he/she arrived at that objective through the piece)

Taking several passages from the play, students will speak individually analyzing the passage according to the author's purpose. This task will be a rehearsal for the final IB individual oral activity which will be in March. Students will be doing this rehearsal during the quarter exam period and each student will be given a 15-minute time slot in which to present their individual oral. They may bring only their notes.

2. Provide the scoring guide/rubric for the culminating task (summative assessment).

Criteria – short Written assignment	1 - Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
content	Main idea is unclear. Supporting details are repetitive or unrelated to purpose. Ideas are unrelated to the main idea of piece.	Main idea is clear but simple. Details to support purpose are minimal and lack original thought. Supporting evidence does not contribute to the flow of ideas.	Main idea is clear. Sufficient details support purpose. Selection of supporting evidence contributes to the overall theme.	Main idea is fully developed using significant details. Supporting evidence is well chosen to support purpose, the conflict between individual freedom and responsibility toward others. Choice of details shows insight and adds to coherence of piece. Integration of supporting details shows stylistic maturity.
Style and voice	Language shows little originality or creativity. Little evidence of imaginative thinking. Ideas are mundane. Writing does not engage audience. Point of view is not plausible. Writing follows	Creative use of language demonstrates some originality and creativity. Some new insights are evident. Lack of novelty in ideas. Writing is pleasant but not compelling. Point of view is generally but	Creative uses of language demonstrate some originality and creativity. Writing is generally insightful with evidence of inventive thinking. Ideas are inventive. Writing is somewhat	Creative use of language demonstrates originality and creativity. Writing is insightful with evidence of new thought but based on the reality of the play. Ideas are original and inventive.

	<p>a standard formula and lacks interest. Tone and voice are often inappropriate for the audience and purpose. Little use of sensory images.</p>	<p>now always plausible. Writing contains some appeals to attract interest. Tone and voice are generally appropriate for the audience and purpose. Few sensory images are employed.</p>	<p>compelling and engaging. Connections are made with respect to point of view. Writing reflects a commitment to the topic and an effort to bring the topic to life. Tone and voice are usually appropriate for the audience and purpose. The use of sensory images is somewhat effective.</p>	<p>Writing is compelling and engaging. Connections are made with respect to point of view. Writing reflects a commitment to the topic and an effort to bring the topic to life. Tone and voice are appropriate for the audience and purpose. There is a sophisticated use of unifying and emotive images.</p>
diction	<p>Language is somewhat clear, though unvaried and simplistic. Many repeated and overly simplistic words</p>	<p>Language is generally clear, though could use more variety and sophistication. Word choice is generally accurate, but not always specific. There are a variety of words, but also repetition.</p>	<p>Language is clear and varied. Word choice is accurate and effective. There is an overall variety of words, with few repetitions. Language contains relatively advanced vocabulary. Words are sometimes chosen both for denotation and connotation.</p>	<p>Language is clear, precise, varied, and sophisticated. Word choice is accurate and effective. The use of a variety of words is clear. Language used contains highly advanced vocabulary. Words are chosen both for denotation and connotation.</p>
Mechanics	<p>Many fragments, run-ons, and awkward</p>	<p>Some awkwardness in use of complete sentences.</p>	<p>Sentences fragments are run-ons are generally used</p>	<p>Sentence fragments and run-ons are used only for</p>

	<p>sentences. Spelling is often incorrect. Capitalization is often inaccurate. Punctuation is completely random. Verb tenses are inconsistent. Many lapses in grammar. Specialized conventions are used incorrectly or lacking. Little editing with excessive errors.</p>	<p>Spelling is sometimes incorrect. Capitalization is sometimes inaccurate. Punctuation is sometimes lacking or random. Some incorrect use of verb tense. Grammar is sometimes incorrect, or usage inaccurate. Specialized conventions have been applied, sometimes incorrectly. Editing lacking attention.</p>	<p>only for effect. Spelling is mostly correct. Capitalization is mostly accurate. Punctuation is smooth. Verb tenses are mostly consistent. Grammar is generally correct, and usage is accurate. Specialized conventions have been mostly applied accurately. Editing is evident but there are a few errors.</p>	<p>effect. Spelling is correct. Capitalization is accurate. Punctuation is smooth. Verb tenses are used consistently. Grammar is essentially correct, and usage is accurate. Specialized conventions (when appropriate) have been applied correctly. Careful editing is evident and there are no obvious errors.</p>
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Criteria – oral commentary	1 Attempts the standard	2 Approaches the standard	3 Meets the standard	4 Exceeds the standard
content	<p>Main idea is unclear and underdeveloped. Supporting details are repetitive or lacking or unrelated to the thesis. Ideas within oral commentary seem unrelated to a single thesis or main idea.</p>	<p>Main idea is clear but simplistic. Details to support the thesis are minimal and lack original thought. Supporting evidence does not contribute to logical flow of ideas. Lack unity of thought.</p>	<p>Main idea is clear. Sufficient details support the thesis. Selection of supporting evidence contributes to overall theme of oral commentary. Supporting details are usually woven into commentary.</p>	<p>Main idea is fully developed using important information or significant details. Supporting evidence is well chosen to support the thesis/purpose of the commentary. Choice of details shows insight and adds to coherence and</p>

				unity of talk. Integration of supporting details shows stylistic maturity. Topic is developed in a purposeful way.
Organization	An unfocused or incomplete thesis. Little evidence of organization. Relationship between statements and main idea is unclear. Conclusion is irrelevant or repeats introduction. Little demonstration of appropriate structure. Little use of transitions. Information is sometimes irrelevant.	A generally focused thesis, though it may not be clearly stated in the introduction. Some organization is evident. Statements and arguments are related to thesis. There is some sense of resolution in the conclusion. Some evidence of appropriate structure. Some use of transitions, information is sometimes relevant.	Introduction contains a focused thesis. Statements are clearly related to main idea. Topics are separated into distinct points. There is a sense of resolution in the conclusion. Adequate use of transitions. Information is mostly relevant.	Introduction contains a clearly focused thesis. Each supporting point clearly explains a specific, separate topic, and each topic clearly links back to the thesis. Strong sense of resolution in the conclusion. Effective use of transitions with no irrelevant information.
Diction	Language is unvaried and simplistic. There are many repeated and overly simplistic words. Appropriate terminology rarely used.	Word choice is generally accurate, but not always specific. There is some variety of words, but also repetition. The language contains vocabulary that is appropriate but lacks	Word choice is accurate and conveys meaning. There is an overall variety of words, with few repetitions. The language contains relatively advanced vocabulary.	Word choice is accurate and effective. The language used contains highly advanced vocabulary. Effective and appropriate terminology frequently used.

		sophistication. Appropriate terminology sometimes used.	Appropriate terminology frequently used.	
Mechanics	Many lapses in grammar are evident. Pronunciation and intonation interfere so that understanding becomes very difficult. Student does not arrive at eight-minute minimum.	Grammar is sometimes incorrect, and usage is inaccurate. Pronunciation and intonation sometimes interfere with understanding. Time requirements are not met, but student is able to talk at least eight minutes.	Grammar is generally correct, and usage is accurate. Pronunciation and intonation do not interfere with understanding. Time requirements are met.	Grammar is essentially correct and usage is accurate. Pronunciation and intonation do not interfere with understanding. Time requirements are met.

Instructional Plan

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

Day 1: Students answer essential questions #1 and #2, share responses. Read together John Donne's "Meditation 16" (No man is an island) and listen to Paul Simon's song "I am a Rock". Discuss the authors' different philosophies and students' opinions of each. Show visuals of The Great Depression (men selling apples, food lines, labor unrest in the US), Spanish Civil War (Guernica, include Picasso's painting), appeasement (Chamberlain in Munich). Homework, student response journal: in your own words, define magic. (bp: activate prior knowledge, writing before reading, balance of easy and hard readings)

Day 2: Students read their definitions of magic and discuss. Prediction exercise. Look at the title *The Glass Menagerie* and the cover in order to predict what the play will be about. Read Tom's first narration aloud. Students mark with a star what they believe is important or will be important, a question mark what is confusing. Homework: begin to fill out metaphor worksheet (on a piece of paper, write the metaphor and what it means) using the metaphors found in the first narration. (bp: help students make and test predictions, teacher reading aloud)

Day 3: Show cartoons from "The Far Side" and discuss irony. Listen to Alanis Morissette song and discuss why the things that happened to her were ironic. Go over metaphor worksheet in order to see what students have answered and compare answers, see if these answers compare with the question marks from the previous day and discuss why some of Tom's metaphors can be considered ironic. Homework: illustrate either the Wingfield apartment or draw a family tree illustrating what you think the characters look like. (bp: strategies that activate prior knowledge, teaching skills in the context of whole and meaningful literature, students make and test predictions)

Day 4: Read aloud, taking parts, Scene 1. Begin to fill out character map worksheets for Amanda, Laura, and Tom with information we know up to this point.

Day 5: Show Scene 1 of the movie (*The Glass Menagerie* directed by Paul Newman) Compare character maps and discuss if students find any differences in what they wrote and the characters portrayed in the movie. (bp: help students make and test predictions)

Day 6: Read together Scene 2. Continue filling out character maps, revising any traits found in Scene 2. Homework: student response journal: using the character maps, describe Laura, her problem, and how Amanda should react.

Day 7: Discuss student responses, comparing students' opinions of what Amanda should do and predicting what they think she will do as they look at her character map. Show visual of Carl Jung and theory of archetypes with power point. Read aloud Tom's narration at beginning of Scene 3. Continue with metaphor worksheet. Using the metaphor worksheet, fill in passage analysis worksheet. Go over together. (bp: prediction, teacher reading aloud, teaching skills in context)

Day 8: Finish Scene 3. Show Scenes 2 and 3 in movie. Fill in character maps for scene 3. Student response journal: describe Tom's feelings. Is he right or wrong to feel like this towards his mother? (bp: discussion and interaction)

Day 9: Discuss Tom's character map and journal topics. Discuss questions: How does Tom feel? Is he right to feel this way? What would you do in this situation? Show a visual of a magician and refer back to magic and what it can do. Read Tom's narration. Fill in oral commentary worksheet. (bp: teacher reading aloud, skills in context)

Day 10: Read aloud Scene 4. Fill in character maps contrasting Tom's and Amanda's viewpoint about Laura. Student response journal: Does Amanda really believe what she is saying about Laura? Why or why not?

Day 11: Play jazz music from 1930's. Read Tom's narration and fill in oral commentary worksheet. From the three oral commentary worksheets, take one and write an essay, using the purpose as a thesis statement and the points as evidence. (bp: use of wide range of literature)

Day 12: Read aloud Scene 5. Prediction on arrival of the gentleman caller as a solution to the family's problems. Discuss: Has Tom done enough for his family? Can he do anything more? Continue character maps.

Day 13: Show Scenes 4 and 5 in movie.

Day 14: Read aloud Scene 6. Show movie of Scene 6. Begin a character map of Jim. Student response journal: Using your character map, Williams describes Jim as ordinary. What does it mean to be ordinary? Contrast Jim with the Wingfields.

Day 15: Read aloud Scene 7. Fill out and discuss Tom's character map at the end of the play. Compare Tom's character and the last monologue of the play emphasizing the idea of the search for personal freedom and the impossibility of escape. Freedom vs responsibility.

Day 16: Show Scene 7 in movie. Fill in oral commentary worksheet on Tom's last monologue.

Day 17: Introduce final assessment. Using the character maps to define characters, write one of the following: a diary, Scene 8, a personal letter from one character to another. Include a two-paragraph rationale. The first paragraph should include the

student's objectives, what he/she was trying to prove according to the personality of each character that he/she has discovered while reading the play. The second paragraph includes how the piece of writing allowed the students to reach his/her objectives stated in the first paragraph. (bp: writing for real audiences, i.e. IB final assessment, this will be one of several short written assignments done over the two-year program, once students have chosen their assignments they wish to send, they will have the opportunity to revise and edit)

Day 18: Assign the oral commentary. Listen to good oral commentaries from students of previous years. Students may choose between any of the four monologues which have been completed as oral commentary worksheets although they should revise and refine after listening to the examples. (bp: speaking for real audiences, this is a practice for the final oral commentary in IB)

Metaphor Analysis Worksheet

In the narrations, find the metaphors, copy the metaphor and then write what it means.

Narration (Literary work, page number, speakers)

Metaphor

Meaning

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Oral Commentary Worksheet

Passage:

Situation:

Play:

Playwright:

Literary movement:

General information (characters, plot, setting)

Playwright's purpose in play in general:

Narration:

Location within the play (what has happened before?):

Thesis:

Playwright's purpose in the passage:

Evidence (what does the speaker say to prove the playwright's purpose in the passage?(Go down the passage and quote lines. Remember, just do not quote, use literary vocabulary and tell us WHY the playwright is using that literary device to prove his purpose)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Conclusion: Summarize what the playwright was trying to say in the passage.