I. **Title and brief description:** Give a title and short description. What, briefly, will students be doing in this unit of study? (2-3 sentences)
   a. Students will be reading *The Picture of Dorian Gray* by Oscar Wilde. While the unit will be focused on the gothic ideals of literature, students will also be exposed to queer and aesthetic theories in literature as it applies to Wilde’s background and style.

II. **Big Idea/Essential Question:** Explain your “big idea” and/or essential question.
   a. Our essential question will be “What lies between good and evil?” Often in literature, as well as in common society, students are often taught that the world is made up of binaries and dichotomies. One relevant theme in Gothic literature is that there is a good force and an evil force in people and society (e.g. Jekyll and Hyde). In *TPoDG* queer themes are relevant throughout the novel, symbolizing the deviant desires that contrast with society’s expectations. Students will questions why the world is split between two options, gay/straight, good/evil, and so forth. What options lie between? Students will open the unit with a discussion on the relevance of Wilde’s sexuality and background with an introduction into different types of sexualities (demisexual, sapiosexual, asexual, heterosexual, homosexual, etc) in a safe setting and why Wilde uses sexuality to mirror this dynamic of good versus evil.

III. **Learning Goals:** Explain what learning goals you have set for students’ investigation of the big idea/essential question. Consider the following areas:
   a. Development of content understanding (key concepts and ideas)
      i. Students will develop a deep understanding of themes and details of Gothic literature and its importance in both modern day horror as well as society. Students will be exposed to Gothic arts, themes, works, and other forms of media.
   b. Development of habits of mind and work, including habits of independent or collaborative thinking and doing typical of readers, writers, speakers, creators, researchers and thinkers in the discipline (ways of knowing)
      i. Students will be writing both creatively (their own Gothic story) as well as practicing their skills in taking oral and independently written notes (a key skill necessary in many higher academic settings). Students will turn in both a portfolio with their homework and notes throughout the unit as well as a final term paper.
   c. Literacy development, including capabilities of proficient readers, writers, and speakers
      i. Students are given the option of buying their own book ($3.50 each) that they may take notes in. Students have seemed to benefit from opening class with a discussion of the previous night’s reading and we will use their specific notes and questions to directly guide our focus at the beginning of each class.
   d. Development of the classroom as a learning community

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i. Students will be encouraged to ask questions so that class can move forward each day. This will encourage students to become more comfortable with their own pursuits of knowledge as well as becoming comfortable with their classmates.

IV. Rationale: Your rationale should show clearly your careful consideration of a full range of factors in planning your unit to ensure equitable support and meaningful, authentic, and substantial learning for all students, as follows:

a. Learning goals: Explain why your big idea/essential question and your learning goals are important for your discipline and meaningful for your students.
   i. I think that its important that students are able to appreciate literature for simply being exciting and entertaining, but I think that it is equally as important for students to be able to draw connections between the world around them and their own lives to what we’re doing inside the classroom.

b. Curriculum standards: Explain how the big idea/essential question connects to the Guiding Principles in the MA curriculum frameworks. Identify which learning standards are addressed and how.
   W.12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
   W.12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
   SL.12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

--------Students will be asked to find a poem, short story, movie, or piece of art that has Gothic themes and present it to the class. They will asked to site their research sources.

L.12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5a Interpret figures of speech (hyperbole, paradox) in context and analyze their role in the text.

--------Students will be asked to find different literary devices in the text as well as be introduced to certain nuances and innuendos of Wilde’s writing style.
RL.12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (satire, sarcasm, irony or understatement)
--- Students will have a mini-unit on the different types of irony and have continued close readings where they will unpack Wilde’s intentional tone and purpose.

c. Students’ background and readiness: What strengths and interests, in terms of their content understanding (prior knowledge), academic and literacy development, personal and cultural abilities, and development as a learning community, are you taking into account in planning this unit?
   i. Both senior classes have had experience earlier this year with reading Shakespearian texts and their innuendos and underlying meanings. I believe that this grappling with language will help them to peel back different layers of meaning within TPoDG.

d. Student needs: What particular needs of your students—academic, social, personal, language (ELLS)—have you taken into account in planning the unit? What will they need to be able to do in order to meet the learning goals?
   i. I implement partner and group activities to scaffold students’ independent thinking. Working with someone can help them to untangle certain knots of confusion when I am unable to work individually with students. I will also implement an option for students to have a conference with me for extra credit on any of their projects.

e. Research- and evidence-based best practice ideas: Explain how research and best practice ideas have informed your plan.
   i. Recently I had my classes give me anonymous feedback so that the classroom would be based off of their own learning goals and styles in an effort to create a more holistic environment. I also plan to use their suggestions to create a classroom where their academic needs are being met.

V. Assessments: It is essential for both you and your students that your formative and culminating assessments clearly show the extent to which students have achieved learning goals.

   a. Explain your main assessments and why they are appropriate for your learning goals.
   i. Students will have weekly writing assignments such as in class essays, close readings, as well as reflections to help them practice their personal craft of writing. In addition to this, they will have a creative writing assignment in the middle of the unit, a final paper, and a final presentation where they must find and research an artifact that has Gothic themes/elements.

   b. How will students know what to expect and the criteria for good work?
   i. Students will be given rubrics for each major project and be asked to self-grade themselves when they hand it in.

   c. Attach a draft of your culminating assignment and corresponding assessment criteria/rubric.
      i. TBA

   d. How will students and parents learn about students’ overall academic progress from these assessments?
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i. Students will be given a syllabus weekly as well as hard copies of assignment sheets that they may share with their parents/guardians. In addition to this, both students and parents are encouraged to sign up for anonymous text messages via the app Remind that I can send out reminding members of the classroom their assignments without receiving or sending any personal information.

VI. Unit Calendar
   a. Provide a calendar of key learning activities, learning strategies, and assessments for your anticipated timeframe for the unit.
      i. Week 1: intro to Oscar Wilde, Aestheticsm, Queer Theory, and the Gothic
      ii. Week 2: jumping into the text, creative assignment and looking for Gothic themes, Twilight Zone
      iii. Week 3: final projects are introduced, presentations, completion of book.
   b. Explain your sequence of activities—why does this particular order make sense in light of your learning goals and rationale for the unit?
      i. I've had success with staggering the creative projects in the middle of the unit so that students continue to be engaged throughout the story. I feel that introducing other media artifacts, like The Twilight Zone, to make connections memorable and engaging even after students have finished the novel.

VII. Resources:
   a. How will you work to actively involve parents in their child’s academic activities and performance, and communicate clearly with them?
      a. As mentioned before, I will make it very clear that students can benefit both in performance and in credit if they make an effort to meet individually with me. This will allow me as the teacher to work to understand and create authentic learning experiences for each student.
   b. What resources—such as guest presenters, A/V, field trips, and material artifacts—from colleagues, families, and the community will you draw on to enhance learning?
      a. I will work with both my mentor teacher and professor as well as my MAT colleagues to brainstorm relevant lesson plans based on CCS as well as being engaging for my students. I will likely introduce some kind of audiovisual example that has Gothic themes.
   c. What legal or ethical issues are involved in your use of the Internet and other resources and how have you addressed them?
      a. I have received training on the ethical use of media and other visual sources in the classroom during professional development during the summer and feel confident that I will be able to teach accordingly.

VIII. Post-Teaching Reflection

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a. Based on your culminating and other assessments of learning goals, analyze the extent to which students achieved your learning goals.  
   i. To what extent did different students achieve the learning goals?  
   ii. What do you learn from differences in performance, or puzzling student performances (hard for you to explain), about the particular challenges of learning in this unit?  
   iii. What do you learn from differences in performance about the effectiveness of your planning for the needs of different students?  

b. What would you change to improve this plan and why?