

## Flannery O'Connor Unit Plan Web

Name: Andrea Shaffer

Date: 27 February 2012

### Stage 1: Desired Results

#### 1. PA Standards:

Pennsylvania Standard	Lessons Targetting Objective
1.1.11.A:	One, Two, Three
1.1.11.D	Three, Four
1.1.11.E	Two, Three
1.3.11.A	One, Two,
1.3.11.B	One, Three, Five
1.3.11.C	One, Three, Four
1.3.11.D	One, Two, Three, Four, Five
1.6.11.A	Four, Five

#### 2. Big Ideas

- a. Phonies
- b. Grace and Mercy
- c. Redemption

#### 3. Understandings:

- a. Outward appearances are an indicator of interior motives. Phoniness can be unrecognizable in all types of people.
- b. The meanings of grace and mercy can differ depending on an individual and their motives.
- c. Redemption may be achieved through unconventional means.

#### 4. Essential Questions:

- a. How do the characters' inner motives differ from their outward appearance? Which characters are deceitful? Which characters are phonies? Why do they lie? Are the lies evil or can they be protective?
- b. How is grace granted or not granted in the stories? Are the characters merciful? Can an evil act be considered merciful?
- c. Which characters find redemption? Where and when? Is redemption always a positive experience? Do only the evil characters find redemption? Or how are the victims being redeemed?

#### 5. Knowledge:

- a. Structure, content, and writing style of a good short story
- b. How the author's life and beliefs can impact their writing
- c. Discovering the use of violence and the grotesque to make a point.

#### 6. Skills:

- a. Identifying the author's voice in their work
- b. Symbol analysis
- c. Compare and contrasting stories
- d. Understanding the grotesque in literature
- e. Characterization and making inferences from the work

## Stage 2: Assessment Evidence

1. Performance Tasks: (Authentic Assessments)
2. Other Evidence: (Tests, quizzes, etc.)
  - a. Two weekly quizzes
  - b. Homework
    - i. Key element from the plot
  - c. Class discussion
  - d. Workshops
    - i. Symbolic analysis
    - ii. Finding the grotesque in a story
    - iii. Comparing and contrasting
3. Six Facets:
  - a. Explain: Students will discuss questions in the text and need textual evidence to support their answer. Students will participate in a symbol analysis workshop and will find three text citations to support their interpretation of the symbol.
  - b. Interpret: Students will make inferences from the work in class discussions.
  - c. Application:
  - d. Perspective: Students will analyze the differing perspectives of characters in the story. They may argue whether a character's actions are done for evil or mercy.
  - e. Empathy: Students will identify with the characters in the story while the teacher plays devil's advocate and tries to get them to side with the villain.
  - f. Self-knowledge: