

Unit 2: Journeys

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| Unit #: | APSDO-00017543 | Duration: | 7.0 Week(s) | Date(s): | |
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Team:
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Grades:
 12

Subjects:
 English Language Arts

Unit Focus

In this unit, students will explore how Journeys --geographic, cultural, emotional, and psychological-- shape how people see the world and themselves. Students will experience journeys through the eyes of various protagonists as they face the trials such trips entail; through these challenges literary characters transform, reaching new understandings and states of being. Summative assessments may include a thematic analysis essay and/or research paper. Primary instructional materials supporting learning in this unit will be selected from the following: *Heart of Darkness* (Joseph Conrad), *Song of Solomon* (Toni Morrison), *Frankenstein* (Mary Shelley), *All the Pretty Horses* (Cormac McCarthy), *The Road* (Cormac McCarthy), and *Beowulf* (trans. Seamus Heaney).

Stage 1: Desired Results - Key Understandings

| Established Goals | Transfer | |
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| <p>Common Core <i>English Language Arts: 12</i></p> <ul style="list-style-type: none"> 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. <i>CCSS.ELA-LITERACY.RL.11-12.1</i> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>CCSS.ELA-LITERACY.L.11-12.1</i> | <p>T1 (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p>T2 (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.</p> | |
| | Meaning | |
| | Understandings | Essential Questions |
| | <p>U1</p> <p>Journeys are multi-faceted experiences (cultural, social, psychological, emotional, spiritual) that shape how people perceive the world and themselves.</p> | <p>Q1</p> <p>How do journeys shape people?</p> <p>Q2</p> <p>What are epiphanies? How can cathartic</p> |

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| <ul style="list-style-type: none"> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <i>CCSS.ELA-LITERACY.SL.11-12.1</i> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>CCSS.ELA-LITERACY.W.11-12.1</i> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <i>CCSS.ELA-LITERACY.RI.11-12.2</i> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <i>CCSS.ELA-LITERACY.RL.11-12.2</i> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <i>CCSS.ELA-LITERACY.RL.11-12.3</i> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is | <p>U2 (U106) Critical readers (reflect on and) question the text, consider different perspectives, and look for author bias.</p> <p>U3 (U103) Readers support their conclusions (inferences and interpretations) by citing appropriate evidence within the text.</p> <p>U4 (U703) To be effective, written and spoken text (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.</p> <p>U5 (U801) Clear and focused questions help researchers find desired information and refine the topic/thesis statement.</p> | <p>experiences change a person over the course of a journey?</p> <p>Q3 (Q206) How do I make and support conclusions/interpretations/inferences/opinions? (K-12)</p> <p>Q4 (Q602) How do I make my writing easy to understand? (K-2) How do I make my writing interesting, engaging, and effective given my audience and purpose? (3-12)</p> <p>Q5 (Q802) How do I find information on my topic? (K-1) How do I use my own experiences and available sources to guide my research? (2-12)</p> |
| Acquisition of Knowledge and Skill | | |
| Knowledge | Skills | |
| | <p>S1 Understanding types of journeys (cultural, social, psychological, emotional, spiritual)</p> <p>S2 Determining the significant choices an author makes in the text</p> <p>S3 Identifying how an author reveals the change in consciousness in the character</p> <p>S4 Identifying the use of literary devices in a text</p> <p>S5 Understanding how an author uses setting to reveal change in culture and society over the course of a journey</p> | |

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| <p>particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) <i>CCSS.ELA-LITERACY.RL.11-12.4</i></p> <ul style="list-style-type: none"> • 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. <i>CCSS.ELA-LITERACY.SL.11-12.4</i> • Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <i>CCSS.ELA-LITERACY.RL.11-12.5</i> • 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. <i>CCSS.ELA-LITERACY.W.11-12.5</i> • Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <i>CCSS.ELA-LITERACY.RL.11-12.6</i> • Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a | | <p>S6</p> <p>Developing a thoughtful, reflective writing process through planning, revising, and editing drafts before finalizing</p> |
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| <p>problem. <i>CCSS.ELA-LITERACY.RI.11-12.7</i></p> <ul style="list-style-type: none">• 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 overreliance on any one source and following a standard format for citation. <i>CCSS.ELA-LITERACY.W.11-12.8</i>• Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. <i>CCSS.ELA-LITERACY.RI.11-12.9</i>• 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. <i>CCSS.ELA-LITERACY.RL.11-12.9</i> | | |
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