Unit 3: Emergence of Self in Context of Culture

Unit #:	APSDO-00017568	Duration:	9.0 Week(s)	Date(s):	

Team:
Jodi Kryzanski (Author), Jennifer Aylsworth, Andrew Dorr, Cortney Fusco, Harriet Gowanlock, Kim Kraner, Gerald LaChance, Jeffrey Lombardo, Melissa Mirabello, Dana Moore, James Quigley, Julia Wiellette

Grades:
9

Subjects:
English Language Arts

Unit Focus

In this unit, students will use classic literature to explore journeys across time and place to consider the influence of social context and culture. Summative assessments may include creative essays, short responsive writing assignments, reading comprehension tests including objective section and essay(s), and/or student presentations based on and including text dialogue, among others. Primary instructional materials supporting learning in this unit will be selected from the following: Greek myths (Hamilton and other sources), *The Odyssey* (Homer, Robert Fitzgerald trans.), *Siddhartha* (Hermann Hesse), and *Homeless Bird* (Gloria Whelan).

Stage 1: Desired Results - Key Understandings

Established Goals

Common Core
English Language Arts: 9

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *CCSS.ELA-LITERACY.RI.9-10.1*
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly

Transfer

T1 (T20) Student Lens: Active readers think critically about what they read.
T2 (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers.
T3 (T21) Student lens: Powerful writers think critically about what they write.
T4 (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.

Meaning

Understandings	Essential Questions
U1 True self emerges in the context of, and	**Q1** How does one's culture, family, and peer

and persuasively. *CCSS.ELA-LITERACY.SL.9-10.1*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *CCSS.ELA-LITERACY.L.9-10.2*
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. *CCSS.ELA-LITERACY.RL.9-10.2*
- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. *CCSS.ELA-LITERACY.RL.9-10.3*
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. *CCSS.ELA-LITERACY.W.9-10.3*
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. *CCSS.ELA-LITERACY.L.9-10.4*
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. *CCSS.ELA-LITERACY.RL.9-10.4*
- Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing,

sometimes in contradiction to, the predominant expectations of one's culture

U2 (U105) Great literature is intentionally crafted to explore enduring human themes transferable across time and place.
U3

Reading: Craft and Structure: Authors and speakers can express similar ideas within and across genres.

U4 (U205) Authors and speakers make deliberate language, narrative, structure, and style choices to convey their meaning.
U5 (U700) Audience and purpose influence the structure, language, and style to achieve a goal effectively.

group play a role in identity formation?

Q2 (Q108) How do people, events, and ideas change/develop within the text? (K-12) Whose voices are heard/not heard? (6-12)
Q3 (Q113) To what extent is this text timeless/universal? (6-12)
Q4 (Q104) How does what I read (e.g., genre, text structure, story elements) influence how I should read? (2-12)
Q5 (Q204) How do authors make specific language, narrative, structure, and/or style choices to communicate their ideas? How does that affect my reading? (K-12)
Q6 (Q702) 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)
Q7 (Q704) How do I develop and revise my writing using appropriate tools and techniques? (3-12)

Acquisition of Knowledge and Skill

Knowledge	Skills
	S1 Develop and/or apply essential question(s) to a text in order to consider the transformative power of literature **S2** Understand the concept of cultural literacy in order to see the thread of continuity in Western literature as reflected in The Hero's Journey and archetypal concepts **S3** Identify factors contributing to an individual's identity and analyze the significance

- flashbacks) create such effects as mystery, tension, or surprise. *CCSS.ELA-LITERACY.RL.9-10.5*
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *CCSS.ELA-LITERACY.L.9-10.5*
- 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. *CCSS.ELA-LITERACY.W.9-10.5*
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. *CCSS.ELA-LITERACY.SL.9-10.5*
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. *CCSS.ELA-LITERACY.L.9-10.6*
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. *CCSS.ELA-LITERACY.SL.9-10.6*
- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Musée des Beaux Arts and Breughels Landscape with the Fall of Icarus). *CCSS.ELA-LITERACY.RL.9-10.7*
- Analyze various accounts of a subject told in different mediums (e.g., a persons

S4

Read to identify and write to interpret or apply understanding or archetypal origins in literature and texts

S5

Identify elements of the Journey of the Hero and interpret their significance by applying them, through reading and writing, to classic and contemporary stories

S6

Identify elements of the Epic Poem and apply them, through reading and writing

S7

Research and present key aspects of a character (in character)

life story in both print and multimedia), determining which details are emphasized in each account. *CCSS.ELA-LITERACY.RI.9-10.7*
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. *CCSS.ELA-LITERACY.W.9-10.8*
- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. *CCSS.ELA-LITERACY.RL.9-10.10*
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. *CCSS.ELA-LITERACY.W.9-10.10*