

Unit 3: The Beast Within

Unit #:	APSDO-00017572	Duration:	6.0 Week(s)	Date(s):	
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Team:
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Grades:
 10

Subjects:
 English Language Arts

Unit Focus

In this unit, students will explore the themes of man's natural state, and what human behavior looks like outside of the trappings of civilization. Students will analyze the literary concept of allegory, how social and Freudian psychology can inform the interpretation of character behavior and theme, and how social contract theory helps explain how humans behave when in groups vs. alone. Students will compare relevant secondary texts (fiction, nonfiction, film, television, radio) to the primary text in order to make connections between the novel's themes and the world in which they live. They will also engage in traditional (individual and group reading) as well as experiential learning techniques (e.g., "plane crash simulation", "message-in-a-bottle", leadership simulation). Summative assessment may include: thesis driven essay. The primary instructional materials for this unit will be selected from: *Lord of the Flies* (William Golding novel), *The Hunger Games* (Suzanne Collins novel).

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>None <i>English Language Arts: 10</i></p> <ul style="list-style-type: none"> CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>2000061</i> <p>Common Core <i>English Language Arts: 10</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 	<p>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. T5</p> <p>Thematic: Students will be able to examine through literature how people can negotiate individualism within a larger community.</p>	
	Meaning	
	Understandings	Essential Questions

<p>inferences drawn from the text. <i>CCSS.ELA-LITERACY.RL.9-10.1</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. <i>CCSS.ELA-LITERACY.RI.9-10.1</i> • 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 and persuasively <i>CCSS.ELA-LITERACY.SL.9-10.1</i> • Determine a central idea of a text and analyze 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. <i>CCSS.ELA-LITERACY.RI.9-10.2</i> • 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. <i>CCSS.ELA-LITERACY.RL.9-10.2</i> • 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. <i>CCSS.ELA-LITERACY.RL.9-10.3</i> • Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <i>CCSS.ELA-LITERACY.RI.9-10.3</i> 	<p>U1 (U106) Critical readers (reflect on and) question the text, consider different perspectives, and look for author bias.</p> <p>U2 (U105) Great literature is intentionally crafted to explore enduring human themes transferable across time and place.</p> <p>U3 (U700) Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p>U4 (U601) To be effective, writing (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.</p> <p>U5 (U602) Writers and speakers develop, express, and clarify their thinking in order to communicate effectively.</p> <p>U6</p> <p>Fear is a powerful force that drives behavior.</p> <p>U7</p> <p>Society pressures people to sacrifice individuality for many reasons.</p>	<p>Q1 (Q105) What is the text really about (theme, main idea)? (K-12)</p> <p>Q2 (Q206) How do I make and support conclusions/interpretations/inferences/opinions? (K-12)</p> <p>Q3 (Q113) To what extent is this text timeless/universal? (6-12)</p> <p>Q4 (Q207) What connections/insights can I gain by comparing two or more texts? (K-12)</p> <p>Q5 (Q806) How do my purpose, task, and audience influence the way I publish/present my findings? (3-12)</p> <p>Q6 (Q805) How do I make sense of sources that present different views? (4-12)</p> <p>Q7</p> <p>How do the structures of civilization affect human behavior?</p> <p>Q8</p> <p>How is Evil manifested in the world?</p> <p>Q9</p> <p>When social order is removed, to what extent do pressures of the group dynamic affect an individual's ability to think and act independently?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
		<p>S1</p> <p>Analyze allegory withing text and explain thematic implications</p> <p>S2</p> <p>Apply philosophical and historical contexts to an understanding of the text</p>

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). *CCSS.ELA-LITERACY.RI.9-10.4*
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). *CCSS.ELA-LITERACY.RI.9-10.5*
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. *CCSS.ELA-LITERACY.RI.9-10.6*
- 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*
- Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). *CCSS.ELA-LITERACY.RL.9-10.9*
- Draw evidence from literary or informational texts to support analysis, reflection, and research. *CCSS.ELA-LITERACY.W.9-10.9*

S3

Demonstrate an understanding of the author's use of characterization, symbolism and plot development in order to explore themes

S4

Analyze theme in relation to multiple texts

S5

Demonstrate an understanding of unit-based vocabulary

S6

Identify purpose and audience when creating text