

Unit 4: The Pressure to Conform

Unit #:	APSDO-00017574	Duration:	7.0 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 theme of what it means to be an individual in a larger society, and how these two forces are often at odds with one another. Students will analyze the idea of perspective, the literary concept of metaphorical language, and the importance of historical context in developing interpretation and understanding the implications of a text's themes. Primary assessments may include: a comparative essay of two art forms and a literary analysis. The primary instructional materials for this unit will be selected from the following: *One Flew Over the Cuckoo's Nest* (Ken Kesey novel). Films may include: *One Flew Over the Cuckoo's Nest* (1975), *Pleasantville* (1998).

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>2000063</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 inferences drawn from the text. <i>CCSS.ELA-LITERACY.RL.9-10.1</i> 	<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>U1 (U106) Critical readers (reflect on and)</p>	<p>Q1 (Q105) What is the text really about (theme,</p>

<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 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 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> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>CCSS.ELA-LITERACY.W.9-10.4</i> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. <i>CCSS.ELA-LITERACY.RL.9-10.5</i> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. <i>CCSS.ELA-LITERACY.RL.9-10.6</i> 	<p>question the text, consider different perspectives, and look for author bias.</p> <p>U2 (U200) Effective readers use appropriate strategies (as needed) to construct meaning from texts.</p> <p>U3 (U700) Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p>U4 (U202) Readers recognize that authors do not always say things directly or literally; sometimes they convey their ideas indirectly (e.g., metaphor, satire, irony, connotation).</p> <p>U5</p> <p>Knowledge of historical and cultural background can enrich understanding.</p> <p>U6</p> <p>Humans are capable of sacrificing themselves for the greater good.</p>	<p>main idea)? (K-12)</p> <p>Q2 (Q206) How do I make and support conclusions/interpretations/inferences/opinions? (K-12)</p> <p>Q3 (Q108) How do people, events, and ideas change/develop within the text? (K-12) Whose voices are heard/not heard? (6-12)</p> <p>Q4</p> <p>How do individuals maintain identity in the face of societal pressure?</p> <p>Q5</p> <p>How do our fears of "the other" cause us to marginalize other human beings?</p> <p>Q6</p> <p>How much does an individual's background and experiences influence the way he or she perceives the world?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
		<p>S1</p> <p>Understand the following concepts: Jesus/biblical allusion, martyr, the sixties counterculture movement, changing gender roles, societal pressures to conform, patriarchy v. matriarchy, unreliable narrator, mental illness, archetypal "evil woman," machine v. nature, rise of the suburbs, identity, motif, unquestioned authority of institutions (doctors, government, etc.)</p> <p>S2</p> <p>Recognize and understand metaphor as it functions in the text</p>

		<p>S3 Demonstrate an understanding of unit-based vocabulary</p> <p>S4 Analyze motifs as they relate to theme</p>
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