



## Grade 10 World Literature Unit 1

### Unit Focus

Storytellers have used archetypes from the beginning of storytelling. In this unit, we will explore ancient texts to pull out broader characters, images, events, and ideas that connect people across time and culture. We will examine the commonalities of different cultural groups throughout the world and across time through the lenses of character, plot (situational), and image (symbolic) archetypes. We will also study theme and how to write a proper thesis statement. This unit culminates with the application of archetypal and thematic lenses, as students will read a story and write a thesis statement about it.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

| ESTABLISHED GOALS  | TRANSFER   |   |                |                     |
|--|--|---|----------------|---------------------|
| <p><b>Common Core Standards</b><br/> <i>English Language Arts : 10</i><br/>           919469 <i>Reading Literature</i></p> <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.RL.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.</li> <li>CCSS.ELA-LITERACY.RL.9-10.6 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.</li> </ul> <p>919490 <i>Writing</i><br/>           CCSS.ELA-LITERACY.W.9-10.2 <i>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p> <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul> 919498 <i>Speaking &amp; Listening</i> | <p>T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p>T2 Use strategies to comprehend increasingly complex texts.</p> <p>T3 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing.</p>  |   |                |                     |
|  |  |   | MEANING        |                     |
|  |  |   | UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|  | <p>U1 Readers monitor their comprehension and use strategies when meaning breaks down.</p> <p>U2 Readers reflect on and question the text, consider different perspectives and examine author's message.</p> <p>U3 Unit Theme: Archetypes highlight the commonalities of different cultural groups throughout the world and across time.</p> | <p>Q1 How do I make it through this dense text?</p> <p>Q2 How does the recurrence of patterns and ideas across a variety of texts further my understanding of a new one?</p> <p>Q3 Unit Theme: How do authors use characters to teach readers about real people and problems?</p> |                |                     |
|  | ACQUISITION OF KNOWLEDGE AND SKILL   |   |                |                     |
|  | KNOWLEDGE  | SKILLS  |                |                     |
|  | <p>K1 How archetypes develop and support theme: plot-pattern (situational), image (symbolic)</p>   | <p>S1 Theme identification</p>  |                |                     |
|  | <p>K2 Theme is represented in a full sentence. It makes a comment</p>  | <p>S2 Allusions</p>   |                |                     |

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

- CCSS.ELA-LITERACY.SL.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 and persuasively

**Student Growth and Development 21st Century Capacities Matrix**

*Critical Thinking*

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

about a topic.

S3 Archetypal identification

S4 Analyze and incorporate their analysis into their writing

S5 Avoid summary in composing a literary analysis by developing a cogent thesis statement