



Grade 10 World Literature Unit 3

Unit Focus

Many of the texts you have read over the years are from a eurocentric point of view (including the first two units of this course). In this unit, we will broaden the students' exposure to texts and consequently examine culture through the stories of people from Africa. Topics to study will include the impact of imperialism as well as the link between storytelling and cultural identity. Students will analyze how characters develop through the influence of cultural identities. Through exploring alternate perspectives, we will challenge ourselves to improve our analysis and reflection skills.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Common Core Standards <i>English Language Arts : 10</i> <i>919469 Reading Literature</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RL.9-10.1 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.RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. • CCSS.ELA-LITERACY.RL.9-10.3 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.9-10.4 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.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide 	<p>T1 Evaluate the author’s message and purpose, citing text evidence to support conclusions.</p> <p>T2 Use strategies to comprehend increasingly complex texts.</p> <p>T3 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Readers monitor their comprehension and use strategies when meaning breaks down</p> <p>U2 Readers and writers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers.</p> <p>U3 Readers reflect on their own schema and bias in order to suspend judgment and consider alternate perspectives.</p> <p>U4 Readers support their conclusions (inferences and interpretations) by citing evidence within the text.</p> <p>U5 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 How do texts challenge or deepen my thinking about the cultures explored in them?</p> <p>Q4 Unit Theme: How do authors present their thoughts and experiences to construct and/or convey cultural identity?</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ACQUISITION OF KNOWLEDGE AND SKILL		
	KNOWLEDGE	SKILLS
<p>reading of world literature.</p> <p><i>919490 Writing</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. <p><i>CCSS.ELA-LITERACY.W.9-10.2 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"> • CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic. <p><i>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></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. <p><i>919498 Speaking & Listening</i></p> <p><i>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</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • CCSS.ELA-LITERACY.SL.9-10.1.C Propel 	<p>K1 There are many stereotypes associated with people from Africa; they are in fact stereotypes, though, not fact.</p> <p>K2 Content-specific vocabulary: eurocentrism, imperialism, stereotype, round vs. flat characters, dynamic vs. static characters</p> <p>K3 Literature is often grounded in the historical and cultural context in which it was written. Through literature, we can learn about history and culture.</p>	<p>S1 Reflecting on their beliefs</p> <p>S2 Supporting their beliefs with textual evidence (quotation dissection)</p> <p>S3 Examining alternative perspectives</p> <p>S4 Analyzing archetypes in a variety of texts</p> <p>S5 Tracing the ways in which characters develop (or don't) over the course of a text</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

919505 Language

- CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.L.9-10.6 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.

Student Growth and Development 21st Century Capacities Matrix

Self-Direction

- Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s).

Global Thinking

- Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews.