

**Title: Religion and Identity**

Course: English 10

Core Texts: *Siddhartha*, *Merchant of Venice*, *Night*, *A Long Way Gone*, & *The Motorcycle Diaries*

Secondary Texts: excerpts from *The Autobiography of Malcolm X*, *Dante's Inferno*

### **Step I - Desired Results: What do I want my students to learn?**

#### **Establish Goals: (Common Core Standards)**

##### **Reading Standards for Literature grades 9-10**

###### **Key Ideas and Details**

RL.9-10.1 Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.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.

RL.9-10.3 Analyze how complex characters (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.

###### **Craft and Structure**

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 (how the language evokes a sense of time and place; how it sets a formal or informal tone)

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.

###### **Integration of Knowledge and Ideas**

RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

###### **Range of Reading and Level of Text Complexity**

RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

##### **Reading Standards for Informational Texts grades 9-10**

###### **Key Ideas and Details**

RI.9-10.1 Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 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.

RI.9-10.3 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.

###### **Craft and Structure**

RI.9-10.4 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).

RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (a section or chapter)  
RI.9-10.6 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.

**Integration of Knowledge and Ideas**

RI.9-10.7 Analyze various accounts of a subject told in different mediums (a person's life story in both print and multimedia), determining which details are emphasized in each account.  
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Range of Reading and Level of Text Complexity**

RI.9-10.10 By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards grades 9-10**

**Text Types and Purposes**

**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.
- 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.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

**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.
- Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (heading), graphics (figures/tables), and multimedia when useful to aiding comprehension
- 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.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.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.

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### **Research to Build and Present Knowledge**

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8 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.

W.9-10.9

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Applying grades 9-10 *Reading standards to literature* ("Analyze how an author draws on and transforms source material in a specific work [how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
- Applying grades 9-10 *Reading standards to literary nonfiction* ("Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

#### **Range of Writing**

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.

### **Speaking & Listening Standards grades 9-10**

#### **Comprehension and Collaboration**

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.
- 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.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion; and clarify, verify, or challenge ideas and conclusions.
- 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.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

### **Presentation of Knowledge and Ideas**

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Language Standards grades 9-10**

#### **Conventions of Standard English**

##### **L.9-10.1**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

##### **L.9-10.2**

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a colon to introduce a list or quotation.
- Spell correctly.

#### **Knowledge of Language**

##### **L.9-10.3**

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Write and edit work so that it conforms to the guidelines in a style manual (MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

##### **L.9-10.4**

- 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.
- Use context (the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Consult general and specialized reference materials (dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology.

##### **L.9-10.5**

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.6 Acquire the 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.

**ESSENTIAL INQUIRY:** Students will ask, “How do religion and culture affect cultural identity?” as they explore identity, culture, and meaning in literature. Students will examine how authors from different cultures and eras approach universal questions such as how do culture and religion influence our values, attitudes, and behaviors? What does it mean to be a world citizen? How can I be myself? They will consider how literary works can help answer these questions of importance in their own lives.

Enduring Understandings:	Essential Questions:
<p>Numerous factors -- including those related to history, society, religion, politics, and the economy -- contributed to the gradual and systematic destruction of Jews and other oppressed populations.</p> <p>Genocide is a possible consequence of prejudice.</p> <p>There are numerous theories of human nature and behavior.</p> <p>The Holocaust was preventable.</p> <p>It is dangerous to oneself and others to remain silent and apathetic when confronting discrimination of any type.</p> <p>Individuals and groups have the responsibility to respond to civil rights violations and can work to prevent them.</p> <p>Choices influence one's relationships with others.</p> <p>Both the choices one makes and the circumstances beyond one's control define character and relationships.</p> <p>Both positive and negative experiences and individual responses to them shape one's character.</p>	<p>Are human beings innately good or evil?</p> <p>What is a human's responsibility to other human beings?</p> <p>Do people have an obligation to tell their stories?</p> <p>What is an individual's responsibility to listen to, understand, and act or react to others' stories?</p> <p>What is the importance of contributing to or maintaining a compassionate society that values all human life?</p> <p>What happens when personal morality collides with social and political expectations?</p> <p>What is the relationship between aspiration and reality?</p> <p>How do one's choices impact others?</p> <p>How do individual choices reflect and define one's character?</p> <p>Over which events do individuals exert power?</p> <p>How do environment, race, and gender influence behavior and decisions?</p> <p>How can both positive and negative experiences shape one's character?</p>
<p>Novels have particular designs which convey themes through literary elements and devices.</p> <p>Plays are written to be performed and, therefore, rely on dialogue and monologue.</p> <p>Playwrights use structural devices to order the action.</p> <p>Theme gives order and meaning to text.</p>	<p>What influences do socioeconomic class, gender, and family background exert upon character?</p> <p>What force(s) in the plot create significant moments of change and character growth?</p> <p>What do others' perceptions and analysis of the text, as presented in media depictions and critical reviews, add to one's understanding of the text?</p> <p>What historical and/or social issues that play a key role in the text are still important today?</p>

<p><b>Students will know.....</b></p> <p>How to read critically</p> <p>Historical background information relevant to text</p> <p>The differences between fiction and nonfiction writing</p> <p>Critical reading of the text allows them to ascertain and examine elements that reveal theme</p> <p>Theme gives order to text.</p> <p>The many forms prejudice can take</p> <p>How to conduct guided research when given specific resources</p> <p>How to perform open-ended research</p> <p>Literary devices play a role in dramatic productions</p> <p>In drama, theme is depicted primarily through characters and the choices that they make.</p> <p>Stage directions and dialogue create space and mood, show passage of time, and spell out key actions and inflections.</p>	<p><b>Students will be able to....</b></p> <p>Identify key elements of the novel as well as literary elements of writing and their effect</p> <p>Identify the impact of prejudice in the novel and society</p> <p>Identify key historical events influencing writers and humans living in their times</p> <p>Critically analyze texts and multimedia</p> <p>Identify the key elements of nonfiction writing</p> <p>Discuss literary elements critically</p> <p>Identify key Holocaust-related historical events</p> <p>Perform guided internet-based research about the Holocaust and other historical issues</p> <p>Compare/contrast dramatic devices and elements of plot to those of a novel or non-fiction.</p>
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## **Step 2 - Assessment Evidence: What will prove my students are learning?**

### **Performance Assessments:**

- Minor (limited) research given specific resources to uncover some of the historical, social, religious, political and economic information concerning religious persecution and discrimination.
- Unit test and quizzes
- Written responses to academic prompts or other writing tasks

### **Other Evidence (performance tasks, academic prompts, quiz and test information, informal checks for understanding):**

- Guided reading questions
- Critical thinking questions
- Informal checks such as teacher questioning and observation, collaborative activities such as “think-pair-share”
- Student reflections/journal entries
- Whole class and small group discussions, student-led seminars



### **Step 3 - Learning Plan: How will I have to teach to ensure students learn?**

#### **Learning Activities (select from a variety):**

##### **Text Analysis**

Students can write an essay that answers one or more of the essential questions or supports and specifically one or more of the enduring understanding through the analysis of evidence in the text(s).

Whole class and small group discussions, student-led seminars.

Discussion or writing of meaning and themes

##### **Responding to the text**

Identification and discussion of significance of literary devices, plot structure and impact, characterization, etc.

Close reading of texts, including class discussions and regular responsive journals/study guide questions to guide discussions.

Periodic reading checks

##### **Research**

Minor (limited) research given specific resources to uncover some of the historical, social, religious, political and economic information concerning the texts. This could be in the form of a preliminary Webquest or presentation as products to assess understanding of background information necessary to understanding the texts.

Web-based research on the authors to lead to writing about the decisions to include/ignore autobiographical aspects as they constructed their texts.

##### **Text Specific**

K-W-L (know, want to know, learn) chart to be amended and organized by historical time period or genre (or both) or Read Like a Reader/Read Like a Writer chart.

Supplemental material to include poetry, essays, primary documents, film

Critical essays to form student opinion (agree or disagree)

##### **Resources:**

New Jersey Commission on Holocaust Education. The Holocaust and Genocide: The Betrayal of Humanity: Vol.1,2. New Jersey: New Jersey Commission on Holocaust Education, 2003. (Also online)

[http://humanities.wisc.edu/assets/misc/Inferno\\_Guide\\_-\\_February\\_2015\\_.pdf](http://humanities.wisc.edu/assets/misc/Inferno_Guide_-_February_2015_.pdf)

**Title: Family and Identity**

Course: English 10

Core Texts: *The Doll's House*, *Like Water for Chocolate*, *The Awakening*Secondary Texts: excerpts from *The Woman Warrior*, Allende's short stories, *Snow Flower and the Secret Fan*, *The Joy Luck Club***Step I - Desired Results: What do I want my students to learn?****Establish Goals: (Common Core Standards established in previous unit)**

**ESSENTIAL INQUIRY:** Students will ask, "How do family and community affect cultural identity?" as they explore identity, culture, and meaning in literature. Students will examine how authors from different cultures and eras approach universal questions such as how do family and community influence our values, attitudes, and behaviors? What does it mean to be a world citizen? How can I be myself? They will consider how literary works can help answer these questions of importance in their own lives.

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
There are numerous theories of human nature and behavior.	What is a human's responsibility to other human beings?
The institution of family influences one's choices and dreams	Do people have an obligation to tell their stories?
A character's tragic flaw can paradoxically inspire and ruin him/her	What is an individual's responsibility to listen to, understand, and act or react to others' stories?
Plays are written to be performed, and, therefore rely on dialogue and monologue	What is the importance of contributing to/maintaining a compassionate society that values all human life?
Playwrights use structural devices to order the action	What happens when personal morality collides with social and political expectations?
It is dangerous to oneself and others to remain silent and apathetic when confronting discrimination of any type.	What is the relationship between aspiration and reality?
Individuals and groups have the responsibility to respond to civil rights violations and can work to prevent them.	How do one's choices impact others?
Choices influence one's relationships with others.	How do individual choices reflect and define one's character and relationships?
Both the choices one makes and the circumstances beyond one's control define character.	Over which events do individuals exert power?
Both positive and negative experiences and individual responses to them shape one's character.	How do environment, race, and gender influence behavior and decisions?
	How can both positive and negative experiences shape one's character?
	What influences do socioeconomic class, gender, and family background exert upon character?



Novels have particular designs which convey themes through literary elements and devices.

Awareness of self as a part of social institutions may lead to one becoming an agent of change

Setting is integrated with theme

What force(s) in the plot create significant moments of change and character growth?

What do others' perceptions and analysis of the text, as presented in media depictions and critical reviews, add to one's understanding of the text?

What historical and/or social issues that play a key role in the text are still important today?

How do people develop both as individuals and as part of a family or community?

What historical and social issues play a key role in the text and are still important today?

What makes the protagonist different from others in her family/circle?

What roles do education, morality and interactions with environment, both social and physical, play in one's awareness of self and her place in the world?

What historical or social issues that played a key role in the text are still important today?

**Students will know...**

Theme is depicted primarily through characters and the choices that they make

Stage directions and dialogue create space and mood, show passage of time, and spell out key actions and inflections

Set/props/lighting/costumes create atmosphere and tone

Literary devices play a role in dramatic productions

**Students will be able to...**

Compare/contrast dramatic devices and elements of a plot with those of a novel

Identify and evaluate literary devices including but not limited to symbolism, imagery, and metaphor

Assess characters' objectives and conflicts in individual scenes and in the play as a whole

Expound upon and evaluate the character's worldview/philosophy of life

Actors communicate non-verbally, such as through gestures, looks, actions, subtext, and body language

Evaluate the author's choices in diction and syntax

Analyze the pressures that the historical period and its characteristics bring to the lives of the character

Explain how theme evolves out of a character's choices/actions

Identify internal and external conflicts and explain why each is resolved or left unresolved

Utilize items such as stage directions, punctuation, and line breaks when reading the text aloud

## **Step 2 - Assessment Evidence: What will prove my students are learning?**

### **Performance Assessments:**

- Minor (limited) research given specific resources to uncover some of the historical, social, religious, political and economic information concerning cultural communities and family units.
- Unit test and quizzes
- Written responses to academic prompts or other writing tasks

### **Other Evidence (performance tasks, academic prompts, quiz and test information, informal checks for understanding):**

- Guided reading questions
- Critical thinking questions
- Informal checks such as teacher questioning and observation, collaborative activities such as “think-pair-share”
- Student reflections/journal entries
- Whole class and small group discussions, student-led seminars

## **Step 3 - Learning Plan: How will I have to teach to ensure students learn?**

### **Learning Activities (select from a variety):**

#### **Text Analysis**

Students can write an essay that answers one or more of the essential questions or supports and specifically one or more of the enduring understanding through the analysis of evidence in the text(s).

Whole class and small group discussions, student-led seminars.

Discussion or writing of meaning and themes

#### **Responding to the text**

Identification and discussion of significance of literary devices, plot structure and impact, characterization, etc.

Close reading of texts, including class discussions and regular responsive journals/study guide questions to guide discussions.

Periodic reading checks

#### **Research**

Minor (limited) research given specific resources to uncover some of the historical, social, religious, political and economic information concerning the texts. This could be in the form of a preliminary Webquest or presentation as products to assess understanding of background information necessary to understanding the texts.

Web-based research on the authors to lead to writing about the decisions to include/ignore autobiographical aspects as they constructed their texts.

#### **Text Specific**

K-W-L (know, want to know, learn) chart to be amended and organized by historical time period or genre (or both) or Read Like a Reader/Read Like a Writer chart.  
 Supplemental material to include poetry, essays, primary documents, film  
 Critical essays to form student opinion (agree or disagree)

**Resources:**

**Title: Conflict and War**

Course: English 10

Core Texts: *The Kite Runner*, *Things Fall Apart*, *All Quiet on the Western Front*

Secondary Texts: *A Long Way Gone*, *Master Harold*, *Blood Diamond*, *The Quiet American*

**Step I - Desired Results: What do I want my students to learn?**

**Establish Goals: (Common Core Standards established in first unit)**

**ESSENTIAL INQUIRY:** Students will ask, “How do war and conflict affect cultural identity?” as they explore identity, culture, and meaning in literature. Students will examine how authors from different cultures and eras approach universal questions such as how do war and conflict (political or social) influence our values, attitudes, and behaviors? What does it mean to be a world citizen? How can I be myself? They will consider how literary works can help answer these questions of importance in their own lives.

Enduring Understandings:	Essential Questions:
Numerous factors -- including those related to history, society, religion, politics, and the economy -- contributed to the gradual and systematic destruction of oppressed populations.	Are human beings innately good or evil? What is a human's responsibility to other human beings?
Genocide is a possible consequence of prejudice.  There are numerous theories of human nature and behavior.  It is dangerous to oneself and others to remain silent and apathetic when confronting discrimination of any type.  Individuals and groups have the responsibility to respond to civil rights violations and can work to prevent them.	Do people have an obligation to tell their stories?  What is an individual's responsibility to listen to, understand, and act or react to others' stories?  What is the importance of contributing to/maintaining a compassionate society that values all human life?  What happens when personal morality collides with social and political expectations? What is the relationship between aspiration and reality?

<p>Individuals experience emotional, physical, and psychological conflicts which may lead to growth</p> <p>The choices one makes are the ages of change, both individual and social</p> <p>Choices influence one's relationships with others.</p> <p>Awareness of self as a part of social institutions may lead to one becoming an agent of change.</p> <p>Both the choices one makes and the circumstances beyond one's control define character and relationships.</p> <p>Both positive and negative experiences and individual responses to them shape one's character.</p> <p>Novels have particular designs which convey themes through literary elements and devices.</p>	<p>How do one's choices impact others? How do individual choices reflect and define one's character?</p> <p>Over which events do individuals exert power? How do environment, race, and gender influence behavior and decisions?</p> <p>How can both positive and negative experiences shape one's character?</p> <p>What influences do socioeconomic class, gender, and family background exert upon character?</p> <p>What force(s) in the plot create significant moments of change and character growth?</p> <p>What do others' perceptions and analysis of the text, as presented in media depictions and critical reviews, add to one's understanding of the text? What historical and/or social issues that play a key role in the text are still important today?</p>
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<p><b>Students will know...</b></p> <p>Critical reading of the texts allows them to ascertain and examine elements that reveal theme</p> <p>The many forms prejudice can take</p> <p>Historical background relevant to the text</p> <p>The text's point of view is important to the reader's involvement in the story</p> <p>Setting is integrated with theme</p>	<p><b>Students will be able to...</b></p> <p>Identify key elements of the novel as well as literary elements of writing and their effect</p> <p>Identify the impact of prejudice in the novel and society</p> <p>Identify key historical events impacting writers and humans living in their times</p> <p>Analyze texts and multimedia</p> <p>Discuss literary elements critically</p> <p>Explain how the passage of time functions in the plot</p> <p>Identify internal and external conflicts and explain why each is resolved or left unresolved</p> <p>Identify and evaluate literary devices such as allusions, figures of speech, and symbols</p> <p>Analyze the pressures of the historical period and its characteristics bring to the lives of the characters</p> <p>Explain connections between settings' imagery and mood and the characters' stages of growth.</p>
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## **Step 2 - Assessment Evidence: What will prove my students are learning?**

### **Performance Assessments:**

- Minor (limited) research given specific resources to uncover some of the historical, social, religious, political and economic information concerning war and conflict.
- Unit test and quizzes
- Written responses to academic prompts or other writing tasks

### **Other Evidence (performance tasks, academic prompts, quiz and test information, informal checks for understanding):**

- Guided reading questions
- Critical thinking questions
- Informal checks such as teacher questioning and observation, collaborative activities such as “think-pair-share”
- Student reflections/journal entries
- Whole class and small group discussions, student-led seminars

## **Step 3 - Learning Plan: How will I have to teach to ensure students learn?**

### **Learning Activities (select from a variety):**

#### **Text Analysis**

Students can write an essay that answers one or more of the essential questions or supports and specifically one or more of the enduring understanding through the analysis of evidence in the text(s).

Whole class and small group discussions, student-led seminars.

Discussion or writing of meaning and themes

#### **Responding to the text**

Identification and discussion of significance of literary devices, plot structure and impact, characterization, etc.

Close reading of texts, including class discussions and regular responsive journals/study guide questions to guide discussions.

Periodic reading checks

#### **Research**

Minor (limited) research given specific resources to uncover some of the historical, social, religious, political and economic information concerning the texts. This could be in the form of a preliminary Webquest or presentation as products to assess understanding of background information necessary to understanding the texts.

Web-based research on the authors to lead to writing about the decisions to include/ignore autobiographical aspects as they constructed their texts.

#### **Text Specific**

K-W-L (know, want to know, learn) chart to be amended and organized by historical time period or genre (or both) or Read Like a Reader/Read Like a Writer chart.  
 Supplemental material to include poetry, essays, primary documents, film  
 Critical essays to form student opinion (agree or disagree)

**Resources:**

Various web resources and articles, including the following:

<http://www.learner.org/courses/worldlit/things-fall-apart/watch/>

<http://edsitement.neh.gov/lesson-plan/new-english-chinua-achebes-things-fall-apart-common-core-exemplar#sect-introduction>

Achebe's "New English"

<http://www.learner.org/courses/worldlit/things-fall-apart/>

[http://learning.blogs.nytimes.com/2000/01/12/when-things-fall-apart/?\\_r=0](http://learning.blogs.nytimes.com/2000/01/12/when-things-fall-apart/?_r=0)

"Storyteller Far From Home" NY Times article

[http://www.pearsonschoolsandfecolleges.co.uk/Secondary/Drama/11-14/NewWindmillsFiction/Resources/P-T/ThingsFallApart\\_OCR.pdf](http://www.pearsonschoolsandfecolleges.co.uk/Secondary/Drama/11-14/NewWindmillsFiction/Resources/P-T/ThingsFallApart_OCR.pdf)

Poems: "Prayer to the Masks," by Léopold Sedar Senghor "The Second Coming," by William Butler Yeats Interview: "An African Voice," by Katie Bacon

[http://www.steppenwolf.org/\\_pdf/studyguides/master\\_harold\\_studyguide.pdf](http://www.steppenwolf.org/_pdf/studyguides/master_harold_studyguide.pdf)

**Title: Creating an Identity**

Course: English 10

Core Texts: *The Things They Carried*, *The Namesake*, *The Life of Pi*, *A Raisin in the Sun*

Secondary Texts: excerpts by Gogol and Chekov, Dostoevsky's "Notes from the Underground," selected poetry and short stories, Ryunosuke Akutagawa's "In a Grove"

**Step I - Desired Results: What do I want my students to learn?**

**Establish Goals:** (Common Core Standards established in first unit)

**ESSENTIAL INQUIRY:** Students will ask, "How does one construct an identity?" as they explore identity, culture, and meaning in literature. Students will examine how authors from different cultures and eras approach universal questions such as how do our experiences in familiar, cultural, religious, and political institutions influence our values, attitudes, and behaviors? What does it mean to be a world citizen? How can I be myself? They will consider how literary works can help answer these questions of importance in their own lives.

**Enduring Understandings:**

**Essential Questions:**

<p>There are numerous theories of human nature and behavior.</p> <p>It is dangerous to oneself and others to remain silent and apathetic when confronting discrimination of any type.</p> <p>Individuals and groups have the responsibility to respond to civil rights violations and can work to prevent them.</p> <p>Choices influence one's relationships with others.</p> <p>Both the choices one makes and the circumstances beyond one's control define character.</p> <p>Both positive and negative experiences and individual responses to them shape one's character.</p> <p>An individual's encounter with physical, emotional, and psychological conflicts may lead to change.</p> <p>The choices one makes are the agents of change, both individual and societal.</p> <p>Awareness of the self as a part of social institutions may lead to one becoming an agent of change.</p> <p>Novels have particular designs which convey themes through literary elements and devices.</p>	<p>Are human beings innately good or evil?</p> <p>What is a human's responsibility to other human beings?</p> <p>Do people have an obligation to tell their stories?</p> <p>What is an individual's responsibility to listen to, understand, and act or react to others' stories?</p> <p>What is the importance of contributing to/maintaining a compassionate society that values all human life?</p> <p>What happens when personal morality collides with social and political expectations?</p> <p>What is the relationship between aspiration and reality?</p> <p>How do one's choices impact others?</p> <p>How do individual choices reflect and define one's character?</p> <p>Over which events do individuals exert power?</p> <p>How do environment, race, and gender influence behavior and decisions?</p> <p>How can both positive and negative experiences shape one's character?</p> <p>What influences do socioeconomic class, gender, and family background exert upon character?</p> <p>What force(s) in the plot create significant moments of change and character growth?</p> <p>What do others' perceptions and analysis of the text, as presented in media depictions and critical reviews, add to one's understanding of the text?</p> <p>What historical and/or social issues that play a key role in the text are still important today?</p>
	<p>What roles do education, morality, and interactions with environment, both social and physical, play in one's awareness of self and her place in the world?</p> <p>How do people develop as individuals and as part of a family or community?</p>

<p><b>Students will know...</b></p> <p>Theme gives order to text.</p>	<p><b>Students will be able to...</b></p> <p>Identify the elements of plot that create turning point.</p>
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Qualities of style develop theme	Identify internal and external conflicts and explain why each is resolved or left unresolved.
The text's point of view is important to the reader's involvement in the story.	Explain how the theme evolves out of the protagonist's choices and subsequent development.
Setting is integrated with theme.	Analyze the pressures that the historical period and its characteristics bring to the lives of the character.
Theme is depicted primarily through characters and the choices they make.	Explain how the theme evolves out of a character's choices/actions and draw connections between self-assessment and assessment of others.
	Reflect upon and evaluate the character's worldview/philosophy of life.

## **Step 2 - Assessment Evidence: What will prove my students are learning?**

### **Performance Assessments:**

- Minor (limited) research given specific resources to uncover some of the historical, social, religious, political and economic information concerning cultures and institutions.
- Unit test and quizzes
- Written responses to academic prompts or other writing tasks

### **Other Evidence (performance tasks, academic prompts, quiz and test information, informal checks for understanding):**

- Guided reading questions
- Critical thinking questions
- Informal checks such as teacher questioning and observation, collaborative activities such as "think-pair-share"
- Student reflections/journal entries
- Whole class and small group discussions, student-led seminars

## **Step 3 - Learning Plan: How will I have to teach to ensure students learn?**

### **Learning Activities (select from a variety):**

#### **Text Analysis**

Students can write an essay that answers one or more of the essential questions or supports and specifically one or more of the enduring understanding through the analysis of evidence in the text(s).

Whole class and small group discussions, student-led seminars.

Discussion or writing of meaning and themes

### **Responding to the text**

Identification and discussion of significance of literary devices, plot structure and impact, characterization, etc.

Close reading of texts, including class discussions and regular responsive journals/study guide questions to guide discussions.

Periodic reading checks

### **Research**

Minor (limited) research given specific resources to uncover some of the historical, social, religious, political and economic information concerning the texts. This could be in the form of a preliminary Webquest or presentation as products to assess understanding of background information necessary to understanding the texts.

Web-based research on the authors to lead to writing about the decisions to include/ignore autobiographical aspects as they constructed their texts.

### **Text Specific**

K-W-L (know, want to know, learn) chart to be amended and organized by historical time period or genre (or both) or Read Like a Reader/Read Like a Writer chart.

Supplemental material to include poetry, essays, primary documents, film

Critical essays to form student opinion (agree or disagree)

### **Resources:**

Various web resources and articles, including the following:

<http://www.mcgrawlibrary.com/the-things-they-carried.html>

<https://mrdylitcirclestories.files.wordpress.com/2010/09/in-a-grove.pdf>

