

# Family and Identity -- Doll's House

Content Area: **ELA**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **11 weeks**  
Status: **Published**

## Overview:

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### UNIT GOALS, 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.

## KEY or ANCHOR STANDARDS:

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LA.9-10.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.
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## Enduring Understandings

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1. There are numerous theories of human nature and behavior.
2. The institution of family influences one's choices and dreams
3. A character's tragic flaw can paradoxically inspire and ruin him/her
4. Plays are written to be performed, and, therefore rely on dialogue and monologue
5. Playwrights use structural devices to order the action
6. It is dangerous to oneself and others to remain silent and apathetic when confronting discrimination of any type.
7. Individuals and groups have the responsibility to respond to civil rights violations and can work to prevent them.
8. Choices influence one's relationships with others.

9. Both the choices one makes and the circumstances beyond one's control define character.
10. Both positive and negative experiences and individual responses to them shape one's character.
11. Novels have particular designs which convey themes through literary elements and devices.
12. Awareness of self as a part of social institutions may lead to one becoming an agent of change

## **Optional**

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## **Essential Questions**

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1. What is a human's responsibility to other human beings?
2. What is an individual's responsibility to listen to, understand, and act or react to others' stories?
3. What is the importance of contributing to/maintaining a compassionate society that values all human life?
4. What happens when personal morality collides with social and political expectations?
5. What is the relationship between aspiration and reality?
6. How do one's choices impact others?
7. How do individual choices reflect and define one's character and relationships?
8. Over which events can individuals exert power?
9. How do environment, race, and gender influence behavior and decisions?
10. How can both positive and negative experiences shape one's character?
11. What influences do socioeconomic class, gender, and family background exert upon character?
12. What force(s) in the plot create significant moments of change and character growth?
13. 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?
14. What historical and/or social issues that play a key role in the text are still important today?
15. How do people develop both as individuals and as part of a family or community?
16. What historical and social issues play a key role in the text and are still important today?

17. What makes the protagonist different from others in her family/circle?
18. 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?
19. What historical or social issues that played a key role in the text are still important today?

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**Student Learning Objectives: Students will be able to . . .**

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1. Compare/contrast dramatic devices and elements of a plot with those of a novel
2. Identify and evaluate literary devices including but not limited to symbolism, imagery, and metaphor
3. Assess characters' objectives and conflicts in individual scenes and in the play or novel as a whole
4. Expound upon and evaluate the character's worldview/philosophy of life
5. Evaluate the author's choices in diction and syntax
6. Analyze the pressures that the historical period and its characteristics bring to the lives of the character
7. Explain how theme evolves out of a character's choices/actions
8. Identify internal and external conflicts and explain why each is resolved or left unresolved within the narrative
9. Utilize items such as stage directions, punctuation, and line breaks when reading the text aloud
10. Defend, refute, or qualify arguments related to character's choices.
11. Analyze and evaluate literary criticism to understand different perspectives regarding character, theme, and plot

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**Students Will Know (Facts and Basic Concepts)**

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1. Theme is depicted primarily through characters and the choices that they make
2. Stage directions and dialogue create space and mood, show passage of time, and spell out key actions and inflections
3. Set/props/lighting/costumes create atmosphere and tone
4. Literary devices play a role in dramatic productions
5. Actors communicate non-verbally, such as through gestures, looks, actions, subtext, and body language
6. The distinction between novel, play, and informational text.

## Common Core State Standards

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LA.9-10.CCSS.ELA-Literacy.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 (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LA.9-10.CCSS.ELA-Literacy.SL.9-10.1a	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.
LA.9-10.CCSS.ELA-Literacy.SL.9-10.1b	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.
LA.9-10.CCSS.ELA-Literacy.SL.9-10.1c	Propel 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.
LA.9-10.CCSS.ELA-Literacy.SL.9-10.1d	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.
LA.9-10.CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.9-10.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.9-10.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LA.9-10.CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
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.
CCSS.ELA-Literacy.W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
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.

## 21st Century Themes and Skills

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CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## Interdisciplinary Connections

Psychology & Sociology: Enduring Understandings #1, 2, 6-10, 12

## Learning Activities

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

Debates and Socratic Seminars

### **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)**

## **Pacing Guide**

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## **Summative Assessment**

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Individual Unit Assessments for texts

Mid-Term Exam will unify all individual units

