

Religion and Identity (Draft)

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 1**
Length: **9 weeks**
Status: **Published**

Overview:

UNIT GOALS, ESSENTIAL INQUIRY

Students will ask, “How do religion 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? Students will probe the nature of human existence and how faith and religion formulate one's worldview. Students will also examine the role of religion in conflict. They will consider how literary works from a variety of cultural viewpoints can help them navigate these issues of importance in their own lives.

KEY or ANCHOR STANDARDS:

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| LA.9-10.CCSS.ELA-Literacy.CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
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Enduring Understandings

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1. Research helps us discover, learn and use information
2. Theme gives order and meaning to text.
3. Novels have particular designs which convey themes through literary elements and devices.*
4. Plays are written to be performed and, therefore, rely on dialogue and monologue.*
5. Playwrights use structural devices to order the action.
6. 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.
7. Fueled by cultural prejudice, genocides are not perpetrated by a single individual.
8. Conflict, adversity and traumatic experiences test one's faith.
9. Christian Medieval society saw hell as justice for worldly sin
10. There are numerous theories of human nature and behavior.

11. Both the choices one makes and the circumstances beyond one's control define character and relationships.
12. Both positive and negative experiences and individual responses to them shape one's character.

Optional

Essential Questions

1. How does religion shape one's worldview?
2. What are the basic premises of the world's major religions? What are the connective threads in various religious belief systems?
3. How does religion- or the absences of it- shape morals, values, and cultural attitudes?
4. How can an understanding of world religions enhance our global citizenship?
5. How can cultural and religious bigotry create conflict and oppression?
6. How do we make sense of catastrophe?
7. What is the value of telling our own stories?

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

Students will be able to (do):

1. Read and analyze text and film in a coherent and critical essay
2. Participate Actively in a student-led seminar
3. Conduct short research to inform and support their writing
4. Formulate their own ideas and opinions about religion and identity

Students Will Know (Facts and Basic Concepts)

- **Definitions of Literary Terms**
- **Differences between fiction, nonfiction, and other literary genres**
- **Basic tenets of major world religions, as expressed and intimated by an author/text**
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Common Core State Standards

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| 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.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.RL.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RL.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RL.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 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

Standards tab not working-- themes and skills here

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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. |
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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.CRP12

Work productively in teams while using cultural global competence.

Interdisciplinary Connections

Learning Activities

Activities

Text Analysis

- Students 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 about 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.
- Lit Quotes: <http://www.litcharts.com/lit/don-quixote/quotes>
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Pacing Guide

Summative Asesement

- Unit test

Essay incorporating text and research

Standards: