

Unit 3--Family and Identity: A Doll's House & Life is Beautiful

Content Area: **ELA**
Course(s): **Accelerated English 10**
Time Period: **Marking Period 2**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
<i>A Long Way Gone</i> /Summer Reading	1	3
Faith and Identify: <i>Night & Life is Beautiful</i>	1	6
Family, Gender, and Identity: <i>A Doll's House & Like Water for Chocolate</i>	2	9
Culture and Conflict: <i>The Kite Runner, Master Harold and his Boys & Things Fall Apart</i>	3	9
Creating Identity: <i>The Things They Carried & World Poetry</i>	4	9

Unit Overview

Students will contemplate the effect that rigid gender roles have had on men and women throughout history and throughout the world. Students will also examine the challenges of balancing work and family life. Students will reflect on these issues by reading contemporary articles on the topic, interviewing adults in their lives, and reading and discussing *A Doll's House* by Henrik Ibsen and *Like Water for Chocolate* by Laura Esquivel.

Enduring Understandings

1. Students will understand the effects of rigid gender roles on both men and women.
2. Students will understand how traditional expectations regarding gender roles continue to affect contemporary families, in spite of many changes in family life that have occurred in the past few decades--i.e. both parents working, mothers working/fathers staying at home, single parents, etc.
3. Students will understand how gender and family contribute to the shaping of identity.
4. Students will understand how both the choices one makes and circumstances beyond one's control define character and relationships.
5. Students will understand how an individual's responses to both positive and negative experiences shape his/her identity.
6. Students will understand the how harmful failing to communicate honestly is to a marriage or any other relationship.
7. Students will understand how setting is used to not only depict a time and place, but also to convey

values associated with that setting, and how a drastic change in one leads to a shift in the other.

8. Students will understand how a narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
9. Students will understand how the arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
10. Students will understand how to interpret figurative representations to discover an author's purpose or message.
11. Students will understand how to employ textual evidence to articulate and support an interpretation of literature.

Essential Questions

1. What effects do strict gender expectations have on both men and women?
2. Why is honesty important relationships?
3. What happens when relationships lack honesty?

New Jersey Student Learning Standards (No CCS)

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.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 and provide an objective summary of the text.
LA.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.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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.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.
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and

poems, at grade level or above.

LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.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.
LA.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).
LA.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 (e.g., a section or chapter).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
LA.RI.9-10.10b	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.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.
LA.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.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, 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.
LA.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.
LA.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 (MLA or APA Style

	Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
LA.9-10.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.

Amistad Integration

This unit does not explicitly address African American history, but a study of the gender inequality provides the opportunity to discuss issues that are analagous to the African-American experience in America: dehumanization, suppression of rights, & lack of opportunity.

Holocaust/Genocide Education

This unit does not explicitly address the Holocaust, but a study of women's struggles provides the opportunity to discuss issues that are analagous to the experience of Jews during the Holocaust: dehumanization & suppression of rights.

LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and

background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Interdisciplinary Connections

In conjunction with the Social Studies department, we will focus instruction in this unit on the history of women's struggles for equal rights, so that students can understand that rigid gender roles and suppressing women's rights has created problems for both women and men.

SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Technology Standards

LA.W.9-10.6	Use technology, including the Internet, to produce, share, 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.
LA.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.
LA.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 (MLA or APA Style Manuals).
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers

Students will understand the challenges that traditional views of gender roles and increased opportunities for women in the workplace create in balancing work and family responsibilities.

PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

Financial Literacy Integration

As referenced above, students will explore the challenges of balancing work and family, as well as the pressures that traditional gender roles create in a household regarding finances.

PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
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PFL.9.1.12.A.9

Analyze how personal and cultural values impact spending and other financial decisions.

CAEP.9.2.12.C.4

Analyze how economic conditions and societal changes influence employment trends and future education.

Instructional Strategies & Learning Activities

- - Curriculum Map
 - Inquiry/Problem-Based Learning
 - Learning preferences integration (visual, auditory, kinesthetic)
 - Tiered Learning Targets
 - Meaningful Student Voice & Choice
 - Relationship-Building & Team-Building
 - Self-Directed Learning
 - Debate
 - LMS use
 - Student Data Inventories
 - Mastery Learning (feedback toward goal)
 - Goal-Setting & Learning Contracts
 - Grouping
 - Socratic Seminar
 - Rubrics
 - Learning Menus
 - Jigsaws
 - Learning Through Workstations
 - Concept Attainment
 - Flipped Classroom
 - Mentoring
 - Student Interest & Inventory Data

Differentiated Instruction

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Self-Directed Learning
- Choice Boards
- Debate
- Mastery Learning (feedback toward goal)
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws

Formative Assessments

- PowerPoint / Google Slides research presentations
- Shared Google Docs for collaborative notes
- Close reading annotations
- In-class writing: journal entries
- In-class writing: practice prompts for peer editing
- Reading check quizzes
- Guided reading questions
- Canvas discussion threads
- Work & Family Interview Assignment

Summative Assessment

A Doll's House Symbolism Paragraph

A Doll's House Objective Test or *A Doll's House* Project

Like Water for Chocolate Test

Benchmark Assessments

A Doll's House Symbolism Paragraph

Alternate Assessments

Apply various accommodations or modifications as needed per IEP/504 mandate, such as extended time, shortened writing assessments, or reduction of multiple choice answers.

Resources & Technology

Chromebooks (1:1)--

- Research, common Google Slides for presentations, composition of essays, conferencing via Google Docs
- Internet for shared articles
- *A Date With Your Family (1950)*--YouTube Video

BOE Approved Texts

A Doll's House by Henrik Ibsen

Like Water for Chocolate by Laura Esquivel

Closure

- Sequence It - create timelines of major events discussed
- Tests
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Exit Tickets

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

LGBTQIA+ Integration

A Doll's House

In *A Doll's House*, Nora at first accepts and then rejects her role as wife and mother, which were the traditional female roles at the time. The character of Dr. Rank is symbolic of the narrow constraints for men as well. When his father went outside the bounds of his own marriage, he contracted a sexually transmitted disease, which he passed onto his wife and child. Helmer is similarly constrained by his role as a cisgender

male, which prevents him from accepting the help his wife attempted to provide.

Suggested Reading:

“Walk Away Moms” <https://www.psychologytoday.com/us/blog/our-gender-ourselves/201108/when-mothers-leave>

“Toxic Masculinity”

<https://www.nytimes.com/2019/01/22/us/toxic-masculinity.html>

Activities:

Journal entry from Helmer’s point of view

Like Water for Chocolate

In *Like Water for Chocolate*, youngest daughter Tita is othered and forbidden to be a part of her society, which normally would allow her to marry and have a family. Instead she is prevented from this due to a family tradition. This creates conflict between Tita’s desire to love and marry Pedro as well as her duty to her mother. The second daughter in the family, Gertrudis, also breaks free of society’s gendered constraints by liberating herself. She leaves the family ranch and ultimately leads soldiers into battle. Although she is not gay, she does not adhere to “traditional” feminine attire, work or behavior. In fact, the only daughter who does adhere to traditional female norms for that era dies.

For more information about women soldiers (“Las Soldaderas”) such as Gertrudis in the Mexican Revolution: <https://www.jstor.org/stable/3874426> (this is for teachers only, as it is high level reading material and graduate level research)

<https://www.teenvogue.com/story/the-real-history-of-las-soldaderas>

This would be more appropriate for teen readers.

SJ.12	Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
SJ.13	Students will analyze the harmful impact of bias and injustice on the world, historically and today.
SJ.14	Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit extended time as needed per IEP to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to revise written work for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials

- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Regular home-school communication tools (email, Canvas)
- Peer or scribe note-taking, use of Promethean Board notes
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Use peer supports and mentoring
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

