

DV Unit 2 Literary Analysis: Myths & Folktales

Content Area: **English**
Course(s): **English IV**
Time Period: **November**
Length: **3 months**
Status: **Published**

Unit Overview:

Students will consider the elements of an epic hero, individuals motivated by core values and the 8 archetypal heroes found in literature. Students will be introduced to "tales" through a modern day exploration of fairy tales and folktales. Students will also explore their experiences and connections with "tales" and how they have influenced society and themselves. This unit reinforces literary analysis, critical thinking, and supports structured conversations. Students will explore how writers present their values in fiction and nonfiction texts, essays, speeches, poems, movies, streaming series and social media platforms.

Essential Questions:

- 1 How can individuals connect their experiences with tales to historical lessons and literary themes?
2. How does analyzing satire expose point of view?
3. Why is important to analyze the impact of the author's choices regarding how to develop and relate elements of a story or tale, including development of character and central conflict and the resolution?

Enduring Understandings:

- To acknowledge diverse groups varying values and morals
- To understand how America acts as "home" to such diverse perspectives
- To identify key factors that contribute to the discrimination of people based on their ethnicity, gender, or gender expression.
- To speak and write reflexively about one's own values in a society with such cultural and historical differences.

Standards/Indicators/Student Learning Objectives (SLOs):

LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written

response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.SL.11-12.1.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.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.3	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.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

Lesson Titles:

1. Epic Hero or Role Model

2. Literary Heroes

3 FolkTales

4. Analyzing Folktales

Career Readiness, Life Literacies, & Key Skills:

TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Instructional Strategies/Blooms

- Independent Reading: students will read sections by themselves UNDERSTANDING
- Direct Instruction: Discovery/Inquiry Based/Group Work: Introduction to terminology RECALL
- Group and independent research: Students will investigate the qualities of the epic hero and compare those values to values and traits of modern heroes. -ANALYZING
- Teacher led discussion in large groups: on diverse values (gender, race, religion, ability) during the lecture and discussion- UNDERSTANDING
- Student led discussion in small groups: comparing and contrasting texts. - ANALYZING
- Writing Conference: Teacher and students will conference one-on-one for literary analysis.- EVALUATING
- Writing: Students will develop MLA style literary analysis paper---CREATING

Learning activities:

Journal Reflection

Values Portfolio

Inter-Disciplinary Connections:

WL.7.1.IH.B.C.4	Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
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Modifications

ELL Modifications:

- Continue practicing vocabulary
- Provide study guides prior to tests
- Provide texts in native language, if possible
- Read test passages aloud (for comprehension assessment)

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Extra time on assessments
- Opportunities for cooperative partner work
- Preferential Seating
- Provide reteach pages if necessary
- Use of a graphic organizer

G&T Modifications:

- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments

- Adjusted assignment timelines
- Extra visual and verbal cues and prompts
- Graphic organizers
- No penalty for spelling errors or sloppy handwriting
- Preferential seating
- Provision of notes or outlines
- Review of directions
- Review sessions

Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Turning 15 on the Road to Freedom by Lowery

Addresses the Following Component of the Mandate:

Contributions of African Americans and Vestiges of Slavery

- Contributions of African Americans to our Society
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Materials Used:

2 Modern Day Jewish Heroes

<https://www.timesofisrael.com/spotlight/2-modern-day-jewish-heroes-entering-the-idf-reflect-on-whats-different-this-hanukkah/>

Is It Still Safe to be a Jew in America? by Rosenblatt

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Hero by Perry Moore

Addresses the Following Component of the Mandate:

- Social

Climate Change

Articles on Greta Thunberg- Teenage Climate Activist

<https://econation.one/blog/greta-thunberg/>

<https://www.express.co.uk/news/science/1189521/Greta-Thunberg-is-hero-climate-change-activist-WWF-climate-crisis-greta-thunberg-speech>

<https://www.cnn.com/2019/12/12/politics/trump-greta-thunberg-time-person-of-the-year/index.html>

Discussions on how climate disproportionately impacts the living conditions and socioeconomics of minorities and marginalized groups.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Malala Y

Materials Used:

I Am Malala memoir

Addresses the Following Component of the Mandate:

- Political
- Social

Formative Assessment:

Warm-up:

- Check for Knowledge- Mini Survey
- Turn To Your Partner: Bring peers up to speed by sharing prior knowledge
- Questions of Day - Thought-provoking questions connecting current events to content
- Terminology Implementation Games - speaking using terms and concepts in small talk
- Famous Quotes - connecting statements from notable people to content

Anticipatory Set:

- De-briefing - Students "Spill" all their prior knowledge on a topic to assess the starting point for instruction
- Point of Views
- What Would You Do? - Problem solving / Moral compass
- JamBoard on Values
- Values Assessment Quiz

Closure:

- Journaling: Reflection
 - Ticket Out the Door:
 - Self-Assessments
 - Post Surveys
 - "I've Learned That.."
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- Anticipatory Set
 - Closure
 - Warm-Up

Summative Assessment:

MLA Lit Analysis Paper

- Marking Period Assessment

Benchmark Assessment (s)

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment (s)

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

A Multicultural Reader, Collection 2 by Perfection Learning

I am Not a Role Model by Charles Barkley

Ms Marvel series or Naomi series

Beowulf Excerpt

Epic of Gilgamesh

Mwindo Excerpt (African tale)

Rama Excerpt (Indian tale)

Monkey King

Canterbury Tales

http://dt.pepperdine.edu/courses/greatbooks_v/gbv-15/66697602-The-Ramayana-R-K-Narayan.pdf

Movie- Thirteen Lives, Thailand Cave Rescue based on a true story

Black Cop- Villain, Victim, Hero (Short British documentary film)

<https://www.youtube.com/watch?v=6quoiHR1VxA>

Technology Materials and Standards

Computer Science and Design Thinking Standards
