| ***Unit 2: Legendary Figures***  ***April - June (One Marking Period)*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.  NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.  NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  NJSLSA.SL1. 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.  NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  NJSLSA.SL6. Adapt speech to a variety of contexts.  NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | | |
| **Rationale and Transfer Goals** : *This section addresses how students will use what they learned for some useful accomplishment.* *Use a short narrative form to explain what students are learning and learning to do in this unit as a whole experience. Transfer of knowledge should 1) be based on mastery, not just rote knowledge; 2) be connected to real world contexts and/or study of other subjects (How will this help me in life, K-12 school, college, or career?); and 3) offer opportunities to develop 21st century skills and habits of mind. You may wish to include overarching questions or beliefs that guide the whole year’s work, such as “We are learning to read and write with thought and purpose.”*  **Rationale** This course elective will expose students to tales of magic and heroic adventure that span the globe, ranging from different time periods and cultures. Students will have the opportunity to read about various tales, analyze the heroic characteristics, and determine the values (both similar and different) across multiple cultures and continents. Students will also have the opportunity to take on the role as author to capture relevant legends, heroes, and villains that represent modern society.  **Transfer Tasks**  Research and retell the story of a legendary figure or cultural hero in a digital storytelling format. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?   1. Be able to recognize the difference between a myth and a legend and why understanding the difference is important. 2. Be able to analyze myths and legends from different cultures and identify their themes and values. 3. Understand how and why contemporary society continues to create its own myths and legends. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.  **Essential Questions**  What are legends, and what can they teach us about the human experience?  What is a cultural hero, and why are these figures important?  **Content-Specific Supporting Questions**  What specific literary devices and archetypes are common to legendary tales?  What are some modern legends, and what can we learn from them?  What is an urban legend, and how are they like classical legends?  **Skill-Specific Question**  How can we recognize archetypes in literature, especially myths and legends?  How do storytellers present myths and legends in new formats to keep them relevant? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| **Definitions:**  Archetypes  Cultural Hero  Symbolism  Trickster  Theme  **Anchor Texts**  *Ballad of Mulan* by Song Nan Zhang  *Tales from Arabian Nights: Stories of Adventure, Magic, Love, and Betrayal* by Donna Jo Napoli  *King Arthur and the Knights of the Round Table* (graphic novel) by M.C. Hall  **Suggested Videos**  The Disney films *Mulan* and *Aladdin* (DVD)  *Arabian Nights* (TV mini-series; DVD)  *First Knight*  (film)  *Prince of Thieves* (film) | Read and analyze classical and contemporary world legends  Write a thoughtful, well-organized essay  Recognize and know vocabulary in context and from study | | Answering study questions about the works  Working in discussion groups  Completing a Hero’s Journey chart for one of the assigned readings | | ***Digital Story of a Legendary Figure or Cultural Hero***  ***Single Point Rubric:***  [***https://docs.google.com/document/d/15E8buh2F\_hOiwSZVUAsnwDENcE3KzRZ---cJpVdU6sE/edit***](https://docs.google.com/document/d/15E8buh2F_hOiwSZVUAsnwDENcE3KzRZ---cJpVdU6sE/edit) |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Expository and Narrative Writing  Discussing literature  Reading for theme/meaning | | LHS Literacy Initiative Active Reading Strategies (Marginal Notes, Questions Analysis, Summarization)  LHS Literacy Initiative Writing Strategies (five-paragraph essay, RACE format, open-ended questions)  PARCC and SAT test-taking strategies | | Getting to Know Tricksters and Cultural Heroes (cooperative learning exercise)  An Exploration of Digital Storytelling  Group analysis questions on the films | |
| **21st Century Life and Careers Skills:**  Throughout this unit, teachers will integrate the following New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills  NJSLS-CLKS 9.1.8.CR.1 Individuals can use their talents, resources and abilities to give back.  NJSLS-CLKS 9.1.8.EGI.2 There are government agencies and policies that affect the financial industry and the broader economy.  NJSLS-CLKS 9.3.8.GCA.1 Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. | | | | | |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?   * *The Hero’s Journey —* [*https://www.youtube.com/watch?v=GNPcefZKmZ0*](https://www.youtube.com/watch?v=GNPcefZKmZ0) * *What are Cultural Heroes? —* [*https://www.youtube.com/watch?v=38uNQptnLco*](https://www.youtube.com/watch?v=38uNQptnLco) * *Tricksters: An Introduction —* [*https://www.youtube.com/watch?v=RW1ChiWyiZQ*](https://www.youtube.com/watch?v=RW1ChiWyiZQ) | | | | | |
| **Interdisciplinary Connections:**   * Social Studies — analyzing the values of varying cultures and time periods   Strand B: Geography, People, and the Environment How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?  Strand D: How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?  6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.  6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.  6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.  6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations  6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.  6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies. | | | | | |