**Unit Plan:** World Literature Asia

**Length of Unit:** 12 weeks

**Grade Level:** 10th

**Teacher:** Mrs. Salgado

**Summary:** In this twelve-week unit, students read and discuss ancient and modern Asian literature, especially from China, India, and Japan. By reading the diverse selections in this unit, students consider the role of ancient philosophies, universal themes, Western influence, and historical change in these works. In addition, students listen to recordings of some of the poems in the original language so that they may appreciate their sounds, structures, and rhythms. Note: The tenth-grade World Literature Maps consist of four twelve-week units, each focusing on literature from a different part of the world. Select three out of the four units. As the middle unit will likely cross from one semester into another, it should be divided accordingly. Alternatively, teachers may choose to teach all four units by shortening each and selecting fewer works.

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| **Stage 1 –Desired Results** | | |
| **Iowa Core**    **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; provide an objective summary of the text.  **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 such effects as mystery, tension, or surprise.  **RI.9–10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **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).  **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.  **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.  **SL.9–10.1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  **L.9–10.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | **Transfer** | |
| Students will be able to independently use their learning to…  Unit Objectives   * Explore ancient and modern works of literature from Asian countries, particularly China, India, and Japan. * Consider how Asian literature both draws on and questions cultural traditions. * Consider how certain Asian authors integrate Western literary influences into their cultural contexts. * Compare two or more translations of a single poem. * Write a close literary analysis of a work of poetry, fiction, or drama, considering language use and literary elements. * Offer insightful inferences regarding the themes of the text. * Create a clear, original, specific thesis statement. * Organize concrete evidence and supporting textual details to support a thesis statement. * Use precise language, avoiding casual language and clichés. * Write appropriate transitions to organize paragraphs. * Analyze how philosophy influences literature. * Understand how literary devices convey theme. | |
| **Meaning** | |
| **Understandings**  Students will understand that… | **Essential Questions**  Students will keep considering…   * How does Asian literature both honor and challenge cultural traditions? |
| **Acquisition of Knowledge and Skill** | |
| **KNOWLEDGE**  Students will know… | **SKILLS**  Students will be skilled at… |

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| **Stage 2 – Evidence of Understanding** | |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

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| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
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UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe