**Unit Plan:** World Literature Russia

**Length of Unit:** 12 weeks

**Grade Level:** 10th

**Teacher:** Mrs. Salgado

**Summary:** The purpose of this unit is twofold: to introduce students to some of the shorter masterpieces of nineteenth-century Russian literature and to explore the impact of twentieth-century historical events on Russian writers and their works. In the first part of this unit, students read short works by Pushkin, Gogol, Tolstoy, or Chekhov as an introduction to shared themes and literary devices. The class should read no more than three short works in four weeks, in order to devote adequate attention to each. At the end of the unit, teachers choose a novel to read as a seminal text, or opt for the short absurdist vignettes of Daniil Kharms. The literary reading in this part of the unit should be paired with historical readings. By the end of the unit, students begin to understand Russian literature from both a literary and a historical standpoint and will have a foundation for further reading and study. 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.9–10.3:** 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.  **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.9–10.3:** 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.  **RI.9–10.6**: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  **RI.9–10.7:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  **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.  **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.  **SL.9–10.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  **L.9–10.3:** 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. | **Transfer** | |
| Students will be able to independently use their learning to…  Unit Objectives   * Read works of Russian literature both for their intrinsic qualities and for their relation to the historical context. * Analyze the motives, qualities, and contradictions of a character in Russian literature (including the narrator). * Describe the effect of the narrative structure, pacing, and tone in a work of Russian literature. * Analyze the role of utopian ideology in select works of Russian literature. * Consider the impact of the Bolshevik Revolution and Communist rule on twentieth-century Russian writers and literature. * Offer insightful inferences regarding the themes of the text. * Create a clear, original, specific thesis statement. * Organize concrete evidence and/or supporting textual details to support a thesis statement. * Use precise language, avoiding casual language and clichés. * Write appropriate transitions to organize paragraphs. * Apply new terminology to the texts. * Analyze how historical events influence literature. * Analyze how literary devices help convey theme. | |
| **Meaning** | |
| **Understandings**  Students will understand that… | **Essential Questions**  Students will keep considering…   * How is Russian literature both timeless and affected by historical events? |
| **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