**Unit Plan:** World Literature Asia

**Length of Unit:** 12 weeks

**Grade Level:** 10th

**Teacher:** Mrs. Salgado

**Summary:** In this unit students read ancient and modern works by African and Eastern authors, as well as select Western perspectives on Africa and Middle East. Students consider the beauty and craftsmanship of the works, as well as the effects of the African and Middle Eastern colonial experience—and the subsequent challenges of the postcolonial era. They consider religious, generational, and cultural conflicts, effects of modernization, political struggle, and other themes common to many literary works. At the same time, students recognize that not all literary works make explicit political or cultural statements and that all works must be approached on their own terms. In order to enrich their understanding, students investigate the historical background of selected works, as well as author biographies. They have the opportunity to read additional works of interest. 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.

|  |
| --- |
| **Stage 1 –Desired Results** |
| **Iowa Core** **RL.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. **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). **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. **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). **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.)  **W.9–10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54 of the Common Core State Standards.) **W.9–10.6**: Use technology, including the Internet, to produce, publish, 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. **W.9–10.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research. **SL.9–10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 of the Common Core State Standards for specific expectations.) **L.9–10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9–10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **Transfer** |
| Students will be able to independently use their learning to…Unit Objectives* Read a variety of literary works from Africa and the Middle East, particularly from the postcolonial period.
* Consider the challenges of translation, including the different connotations that various cultures attach to given words.
* Through analysis of literary works, explore the changing social structures of Middle Eastern and African societies.
* Explore various literary devices in plot development such as suspense, foreshadowing, symbolism, and extended metaphor.
* Trace the development of an idea or argument in a work of literary nonfiction.
* 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 literary devices convey theme.
 |
| **Meaning** |
| **Understandings**Students will understand that… | **Essential Questions**Students will keep considering…* How does the literature in this unit offer insight into African and Middle Eastern cultural conflicts?
 |
| **Acquisition of Knowledge and Skill** |
| **KNOWLEDGE**Students will know… | **SKILLS**Students will be skilled at… |

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

|  |
| --- |
| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
|  |

UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe