



Humanities - Unit 1 - Real Versus Ideal

Unit Focus

In this launch unit, students practice aesthetic and efferent reading while familiarizing themselves with the interconnected nature of Humanities. By examining primary and secondary sources from philosophers, artists, historians, and writers, the natural tendency of humans to attain the ideal begins to emerge.

Beginning with ancient cultures, students will investigate the effect of this basic human quest throughout time and across cultures. Students will begin by examining the ideal and real as presented by philosophers of the ancient and Enlightenment eras using close reading techniques which results in insight into modern problems using these philosophies. Students will then seek connections between artworks and philosophy, developing their synthesis skills. As students gain a firm grasp on humans' search for the ideal, they take a close look at the way different societies come to idealize thinking vs. production. The unit culminates in an analyze the DHHS Program of Studies, commenting to the Board of Education about the ideal graduate desired by Madison, and the reality of that expectation in 21st century American Society.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 11-12<ul style="list-style-type: none">Reading Literature<ul style="list-style-type: none">Cite strong and thorough textual evidence 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. (CCSS.ELA-LITERACY.RL.11-12.1)Reading: Informational Text<ul style="list-style-type: none">Cite strong and thorough textual evidence 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. (CCSS.ELA-LITERACY.RI.11-12.1)Determine two or more 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 provide a complex analysis; provide an objective summary of the text. (CCSS.ELA-LITERACY.RI.11-12.2)Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS.ELA-LITERACY.RI.11-12.6)Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.SL.11-12.1)	<i>Students will be able to independently use their learning to...</i> T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. T2 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions. T3 Compare and contrast informational and literary texts to analyze information to identify possible underlying assumptions, patterns, and relationships to make inferences. T4 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective. T5 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue. T6 Present information and ideas using appropriate grammar, spelling, and vocabulary to convey the message.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Great pieces of work (art, literature, essays, etc.) are intentionally crafted to explore enduring human themes transferable across time and place.	<i>Students will keep considering...</i> Q1 How do I support and prove my thinking? Q2 How does this text challenge my thinking about this topic? How should I read it?

Stage 1: Desired Results - Key Understandings

- 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. *(CCSS.ELA-LITERACY.SL.11-12.1.A)*
- Speaking & Listening
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. *(CCSS.ELA-LITERACY.SL.11-12.4)*
- *History/Social Studies: 11-12*
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. *(CCSS.ELA-LITERACY.RH.11-12.1)*
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. *(CCSS.ELA-LITERACY.RH.11-12.2)*
- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. *(CCSS.ELA-LITERACY.RH.11-12.3)*
- Integration of Knowledge and Ideas
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. *(CCSS.ELA-LITERACY.RH.11-12.7)*
- Research to Build and Present Knowledge
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. *(CCSS.ELA-LITERACY.WHST.11-12.8)*

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*

U2 Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text.
U3 Determining an author's point of view and craft moves helps the reader better interpret and explain the text.
U4 Students are historians, investigating and interpreting the past from a variety of perspectives.
U5 Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.

Q3 How do authors use language and stylistic choices to convey their meaning?
Q4 How do current perspectives influence our interpretations of the past?
Q5 How do historians use historical context to impact understanding of events?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 The ideals of Greek and Roman cultures.
K2 Throughout history, philosophers have developed different definitions of the ideal world.
K3 Cultures often change what is valued, whether it is the ideal human form, certain philosophies, or process over product.
K4 Aesthetic and efferent readings occur for different purposes.

Skill(s)

Students will be skilled at...
S1 Analyzing and interpreting primary sources and literature to understand Greek and Roman culture.
S2 Analyzing the historical context of a source and placing a work, and its ultimate meaning, in its historical context.
S3 Analyzing and interpreting what is valued in a culture based on a variety of sources.
S4 Analyzing a text using different processes: aesthetic and efferent readings.