



Humanities - Unit 3 - Power to the People/ Individual and Collective

Unit Focus

The final unit of our Humanities course focuses on power dynamics throughout history. As the unit progresses, students will continue to perform close reads of both primary and secondary sources, as well as various elements of literature. Students have been using a variety of texts (informational and fictional, art, music, literature, essays, and so on) to understand how fiction and reality intersect. In this unit, students will encounter various forms of power structures and will watch as the idea of the collective develops over time.

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)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. (CCSS.ELA-LITERACY.RL.11-12.2)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). (CCSS.ELA-LITERACY.RL.11-12.3)Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS.ELA-LITERACY.RL.11-12.4)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)	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none">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 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose.T5 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue.			
	Meaning			
	<table><tr><th>Understanding(s)</th><th>Essential Question(s)</th></tr><tr><td><i>Students will understand that...</i><ul style="list-style-type: none">U1 Readers look to a society's artwork (literature, art, music) to understand the importance of an individual or a collective.U2 Readers and historians consider the use of language to persuade collectives throughout various time periods.U3 Persuasive elements can be used for nefarious purposes.U4 Art and literature holds power.</td><td><i>Students will keep considering...</i><ul style="list-style-type: none">Q1 How does artwork demonstrate a connection to the ideas of individual or collective?Q2 What messages can a ruler send about the individual and the collective?Q3 How can iconography be a tool of propaganda?Q4 How can an individual leader use art and culture to manipulate or control the broader collective society?</td></tr></table>	Understanding(s)	Essential Question(s)	<i>Students will understand that...</i> <ul style="list-style-type: none">U1 Readers look to a society's artwork (literature, art, music) to understand the importance of an individual or a collective.U2 Readers and historians consider the use of language to persuade collectives throughout various time periods.U3 Persuasive elements can be used for nefarious purposes.U4 Art and literature holds power.
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Stage 1: Desired Results - Key Understandings

- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (*CCSS.ELA-LITERACY.RI.11-12.5*)
- 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*)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (*CCSS.ELA-LITERACY.W.11-12.1*)
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (*CCSS.ELA-LITERACY.W.11-12.1.A*)
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (*CCSS.ELA-LITERACY.W.11-12.1.B*)
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (*CCSS.ELA-LITERACY.W.11-12.1.C*)
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (*CCSS.ELA-LITERACY.W.11-12.1.D*)
- Provide a concluding statement or section that follows from and supports the argument presented. (*CCSS.ELA-LITERACY.W.11-12.1.E*)
- Writing
- 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.) (*CCSS.ELA-LITERACY.W.11-12.4*)
- 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. (*CCSS.ELA-LITERACY.W.11-12.7*)
- *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*)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** Elements of rhetoric and various rhetorical devices
- K2** Common vocabulary terms: individual, collective, liturgical drama, trope, iconography, iconology, propaganda
- K3** Iconography reveals the underlying principles that form the basic attitude of a nation, a period, a class, a religious or philosophical perspective.

Skill(s)

Students will be skilled at...

- S1** Identifying and evaluating rhetorical devices and the impact they have on an audience/reader
- S2** Applying an iconological lens to reveal the underlying principles that form the basic attitude of a nation, a period, a class, a religious or philosophical perspective.
- S3** Analyzing how iconography and propaganda help one (the individual) to communicate an agenda-purpose-message to a group (the collective).

Stage 1: Desired Results - Key Understandings

- 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 information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. *(CCSS.ELA-LITERACY.RH.11-12.9)*

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. *(POG.5.1)*