



## Grade 10 World Literature Unit 4

### Unit Focus

In Unit 3, we pushed our thinking to consider alternate perspectives. We continue that in Unit 4 as we look at a variety of literature from across Asia. We will examine the diversity of cultures within the largest continent. Key topics to explore may include individuality vs. conformity, tradition (respecting vs. breaking free), the weight of history, and the role of Eastern religion and philosophy. We will start with myths and folktales to explore the origins of traditions still present today and will build on that with a study of the various religions and philosophies of the region. Ultimately, students will apply this knowledge to more contemporary works, which they will study through a cultural lens.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p><b>Common Core Standards</b> <i>English Language Arts : 10</i> <i>919469 Reading Literature</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.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.</li> <li>• CCSS.ELA-LITERACY.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.</li> <li>• CCSS.ELA-LITERACY.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.</li> <li>• CCSS.ELA-LITERACY.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.</li> <li>• CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection,</li> </ul>	<p>T1 Evaluate the author’s message and purpose, citing text evidence to support conclusions.</p> <p>T2 Use strategies to comprehend increasingly complex texts.</p> <p>T3 Compare and contrast literary patterns across texts to engage with traditional characters, motifs and lessons.</p> <p>T4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
		MEANING
	<th data-bbox="730 943 1471 983">UNDERSTANDINGS</th> <th data-bbox="1471 943 2163 983">ESSENTIAL QUESTIONS</th>	UNDERSTANDINGS
<p>U1 Readers monitor their comprehension and use strategies when meaning breaks down</p> <p>U2 Literature is informed by the cultural norms of the group and/or society depicted.</p> <p>U3 Readers notice and note what an author tells them / leaves out, and considers connections to what they think they know to develop ideas for further inquiry.</p> <p>U4 Unit Theme: Examination of cultural, historical, and social context gives readers a more informed understanding of an author's work.</p>	<p>Q1 How do I make it through this dense text?</p> <p>Q2 How do texts challenge or deepen my thinking about the cultures explored in them?</p> <p>Q3 What impact does tradition (cultural, familial, etc.) have on each individual?</p> <p>Q4 How do I grab my audience's attention and make them care about what I say?</p> <p>Q5 To what extent are people conformists?</p>	

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>and research.</p> <p><i>919498 Speaking &amp; Listening</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.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</li> <li>• CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> </ul> <p><i>919505 Language</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b></p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> <li>• Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.</li> </ul> <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> <li>• Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context.</li> </ul>	<p>K1 Introductory paragraphs capture the reader's attention and should make him/her want to continue reading.</p> <p>K2 Conclusion paragraphs go beyond a thesis statement. Instead, they should make the reader think beyond the text.</p> <p>K3 Many cultures are steeped in tradition.</p> <p>K4 Asia is a diverse continent; there are many religions and philosophies are represented.</p> <p>K5 There are many critical lenses through which to analyze a text; a cultural lens is one of them.</p>	<p>S1 How to write a proper title and hook at the beginning of an essay</p> <p>S2 How to transition from a hook to a thesis statement when writing an introduction paragraph</p> <p>S3 How to write a conclusion that make the thesis relevant to readers</p> <p>S4 Effectively engaging in a conversation and using others' thoughts to advance one's own</p> <p>S5 Address multiple perspectives as a means of strengthening your argument</p>