



## Grade 10 World Literature Unit 6

Unit Focus
<p>We have explored the foundational texts from many cultures and continents up to this point in the course. Now we will explore texts by the inhabitants of what are now North, Central, and South America.</p> <p>We will begin this unit by reading foundational works from the earliest inhabitants of these locations. After studying the beliefs and ideologies of these people, we will read contemporary texts by the same group(s). Our goal will be to examine how the ancient culture's beliefs and heritage informs contemporary literature.</p> <p>The purpose of the unit is to actively listen to the voices of the text. This final unit will prepare us to transition to the next course, American Literature, which opens with a discussion of what it means to be American. Ultimately, we should understand, appreciate, and celebrate not only ourselves but the differences that make up our global society. We should also see the connection between the past and present. This unit should function as a culmination of building global context and empathy.</p>

### 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> </ul> <p><i>919490 Writing</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul> <p><i>CCSS.ELA-LITERACY.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.</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• CCSS.ELA-LITERACY.W.9-10.1.E Provide a concluding statement or section that follows from and supports the argument presented.</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 Synthesize information from a variety of sources to take and support a position.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<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 "Traditional" literature not only reflects the past but also illuminates the present. It adds to what we think we already know. As such, it gives meaning and purpose to why people do what they</p>	<p>Q1 What is understanding? What does that mean?</p> <p>Q2 How can I learn from a text even if I am not the intended audience? How can I <i>listen</i> to a text?</p> <p>Q3 What do we learn about culture by reading traditional literature?</p> <p>Q4 How does the structure of a text impact my</p>

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

*919498 Speaking & Listening*  
*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*

- CCSS.ELA-LITERACY.SL.9-10.1.A 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.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

*919505 Language*

- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Habits of Mind**

- Listening with understanding and empathy - Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.

**Student Growth and Development 21st Century Capacities Matrix**

*Critical Thinking*

- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.

*Global Thinking*

- Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews.

do.  
 U4 Listening means more than just hearing what is being said.

interpretation of it?  
 Q5 How do I determine the implicit meanings of a text?

**ACQUISITION OF KNOWLEDGE AND SKILL**

**KNOWLEDGE**

**SKILLS**

- K1 Historical, social, and cultural context of the text(s) read
- K2 Magical realism, surrealism, and fantasy are commonly-used genres; they can be seen in many traditional texts from native cultures.
- K3 Archetypes do transcend time and culture, but some are featured more prominently in certain time periods and cultures.
- K4 We sometimes identify as part of a heritage without having any direct experience with that heritage.

- S1 Infer nuanced messages from traditional and contemporary texts
- S2 Thoughtfully combine information to draw conclusions for a given purpose (synthesize)
- S3 Coherently compose a written piece
- S4 Compare and contrast ideas that span time periods and/or cultures
- S5 Listening to others before responding