



Grade 11 - Unit 2 - Cultures, Characters, and Motivation

Unit Focus

This unit will dive into Shakespeare's *Macbeth*. This unit can show the beginning of change in cultures, including but not limited to: new people in a culture, new ideas, challenging older ideas, etc. Doing so prepares students for the second thematic part of this course. Students enrolled in Courage, Hope, and Adversity will be better prepared for the clash of cultures in the trimester two whole-class novel, *The Purple Hibiscus*. Students enrolled in Reality and Unreality will get a taste for the hidden messages found in literature through magical realism, fantasy, and science fiction, including titles like *Metamorphosis* and *Frankenstein*. Students will think deeply about the characters and their motivations in order to write persuasively using rhetorical devices.

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)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)Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (CCSS.ELA-LITERACY.RL.11-12.6)By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS.ELA-LITERACY.RL.11-12.10)Reading: Informational Text	<i>Students will be able to independently use their learning to...</i> T1 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence. T2 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. T3 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions.	
	Meaning	
	Understanding(s) <i>Students will understand that...</i> U1 Some form of power dynamic exists in all human interactions. U2 Readers recognize that authors don't always say things literally; sometimes they convey their ideas indirectly (e.g., metaphor, satire, irony). U3 Great literature is intentionally crafted to explore enduring human themes transferable across time and place. U4 Readers examine an author's word choice to interpret point of view, meaning, mood, or tone. U5 Readers and writers engage in respectful discourse to consider multiple perspectives and	Essential Question(s) <i>Students will keep considering...</i> Q1 How does one navigate their own drive for power? Q2 What does close reading require? Q3 How does this text challenge my thinking about this topic? How should I read it? Q4 How do the techniques/craft moves authors use impact the meaning of the text? Q5 How do readers and writers collaborate to come to a new understanding or position about a topic? Q6 How do I best support my purpose for writing?

Stage 1: Desired Results - Key Understandings

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. *(CCSS.ELA-LITERACY.RI.11-12.3)*
- 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
- 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. *(CCSS.ELA-LITERACY.W.11-12.5)*
- 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)*
- 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)*
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. *(CCSS.ELA-LITERACY.SL.11-12.1.D)*
- Speaking & Listening

become independent thinkers, all while suspending judgment.
U6 Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail.

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 Rhetorical devices (not limited to the following): ethos, pathos, logos (rhetorical appeals). Other rhetoric vocabulary terms: Diacope, anaphora, anadiplosis, chiasmus, rhetorical question, progressio (antithesis)
K2 Character motivation, critical lenses, and development of theme are ways to critically analyze a text.
K3 Elements of figurative language and literary devices and the sonnet form / structure.
K4 Propaganda types as a form of persuasive technique.

Skill(s)

Students will be skilled at...
S1 Identifying, analyzing, and applying rhetorical devices
S2 Critically analyzing a text through character motivation, use of critical lenses, and the development of theme.
S3 Identifying and evaluating figurative language and structure to support the development of overall themes.
S4 Identifying and analyzing ways in which authors persuade.

Stage 1: Desired Results - Key Understandings

- 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)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.11-12.1)*
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. *(CCSS.ELA-LITERACY.L.11-12.1.A)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.11-12.2)*
- Observe hyphenation conventions. *(CCSS.ELA-LITERACY.L.11-12.2.A)*
- Spell correctly. *(CCSS.ELA-LITERACY.L.11-12.2.B)*
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.11-12.5)*
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. *(CCSS.ELA-LITERACY.L.11-12.5.A)*
- Analyze nuances in the meaning of words with similar denotations. *(CCSS.ELA-LITERACY.L.11-12.5.B)*

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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)*
- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. *(POG.5.2)*