Grade 11 - Unit 3 - Courage, Hope, Adversity: Purple Hibiscus

Unit Focus

Students have experienced many ancient works of literature at this point in the course, and have experienced the human condition through the ages. This is a perfect time to reflect on who they are through the writing of a college essay /personal narrative. Students will look back on the journal writings they did in Trimester 1 and focus on audience, purpose, and message as they figure out what aspects of themselves to share with the world. The writing of a first draft happens in this unit, while the revisions occur in the next unit after students have had some time away from their writing pieces.

As students are working on their personal narratives, they will also move to more contemporary literary works. This shift mirrors that of many cultures, at times experiencing very rapid changes, causing cultural and generational shifts. Students will look for the cultural values they noted in earlier texts and analyze the way literature supports continuity and changes to those values. Students will conduct research more independently, creating their own research questions and noting important need-to-know topics for both a class text and an independent or small group text. Student responsibility for learning will increase in this trimester as students will be expected to continue to build up their analysis tools, and apply their prior learning to new situations.

PLEASE NOTE: This is the first unit in the thematic course offering Courage, Hope, and Adversity. Students will continue to work on skills, strategies, and concepts from the first trimester version of World Literature, but will not focus on thematic representations of human courage, the importance of hope, and overcoming adversity.

Stage 1: Desired Results - Key Understandings

Standard(s)

Standards

- Common Core
  - *English Language Arts: 11-12*
    - Reading Literature
    - 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)*
    - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. *(CCSS.ELA-LITERACY.W.11-12.3)*

Transfer

Students will be able to independently use their learning to...

T1 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.
T2 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.
T3 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions.
T4 Research and identify credible resources to expand knowledge and understanding of a topic or issue.
T5 Through the intentional use of elaboration and author's craft techniques, develop ideas to engage the intended audience for a specific purpose.

Meaning

Understanding(s)

Students will understand that...

U1 As cultures change and evolve, people will have internal and external struggles with their own culture.

Essential Question(s)

Students will keep considering...

Q1 What happens to a culture when change is introduced?
Q2 What does close reading require?

Stage 1: Desired Results - Key Understandings

- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. *(CCSS.ELA-LITERACY.W.11-12.3.A)*
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. *(CCSS.ELA-LITERACY.W.11-12.3.B)*
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). *(CCSS.ELA-LITERACY.W.11-12.3.C)*
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. *(CCSS.ELA-LITERACY.W.11-12.3.D)*
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. *(CCSS.ELA-LITERACY.W.11-12.3.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)*
- 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)*
- 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)*
- 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)*
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. *(CCSS.ELA-LITERACY.SL.11-12.1.B)*

U2 Readers identify how specific details shape and refine the themes and central ideas as they emerge and develop across a text.
U3 Readers recognize that words and phrases can have literal or figurative meaning.
U4 Writers gather and evaluate information across texts.
U5 Writers make deliberate choices regarding content, language, and style to convey their message to a target audience.

Q3 How do the techniques/craft moves authors use impact the meaning of the text?
Q4 When and what do I research to help build context and understanding?
Q5 What choices can I make to clearly convey a message to an audience?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Power structures impact agency, and this, in turn, affects courage and hope in the face of adversity. **K2** Critical lenses help us to understand multiple/competing perspectives. **K3** That research from quality databases supports our understanding of fictional texts. **K4** That authors use symbols to represent larger, abstract ideas. **K5** How to effectively communicate ideas, both in spoken and written form.	*Students will be skilled at...* **S1** Analyzing power structures and how they impact a character's courage and hope in the face of adversity. **S2** Readers use multiple perspectives to critically read a text. **S3** Navigating quality databases to grow their understanding of fictional texts. **S4** Identifying and analyzing symbols to support a theme or idea. **S5** Communicating their ideas based on form, audience, and purpose.

Stage 1: Desired Results - Key Understandings		
▪ Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. *(CCSS.ELA-LITERACY.SL.11-12.1.C)* ▪ 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)* ▪ 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)* **Madison Public Schools Profile of a Graduate** o Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. *(POG.1.1)* o Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)* o Design: Engaging in a process to refine a product for an intended audience and purpose. *(POG.2.2)*		