Grade 11 - Unit 4 - Courage, Hope, Adversity

Unit Focus

At this point in the course, students are ready to be more independent in applying the skills they have learned and will branch off into book clubs to create a "practice" project that will prepare them further for the final exam. This culminating unit serves as an opportunity for students to transfer the skills and strategies from previous units in this course into their own independent book clubs. Students have experienced a variety of ways to make their thinking visible this year through posters, poetry, presentations, and writing. The "practice" project is an opportunity for students to show all of the different ways by creating a display of their learning. The reading for this unit is varied and encompasses many different cultures and issues.

While students are in book clubs and/or reading independently, they are also conferring about the personal narratives written in the last unit. Putting away our writing for a while can help us notice what we need to do to make it better.

PLEASE NOTE: This is the last unit in the second half of World Literature. It is the final unit of the thematic course, Courage, Hope, and 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)*
    - 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)*
    - 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)*

Transfer

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

T1 Uncover deeper meanings in a text through inquiry and analysis.
T2 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.
T3 Listen, exchange, evaluate, and build upon ideas.
T4 Research and identify credible resources to expand knowledge and understanding of a topic or issue.

Meaning

Understanding(s)

Students will understand that...

U1 Inquiry is not only finding answers, it is finding the right questions to pursue.
U2 As cultures change and evolve, people will have internal and external struggles which can expose biases.
U3 Great literature is intentionally crafted to explore enduring human themes transferable across time and place.

Essential Question(s)

Students will keep considering...

Q1 When and what do I research to help build context and understanding?
Q2 What happens to a culture when change is introduced?
Q3 What does close reading require?
Q4 How do readers and writers collaborate to come to a new

Stage 1: Desired Results - Key Understandings

- 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)*
- 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)*
- 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)*
- 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

- Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. *(POG.1.1)*
- Design: Engaging in a process to refine a product for an intended audience and purpose. *(POG.2.2)*
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. *(POG.3.1)*

U4 Readers and writers express their thinking clearly and build on the ideas of others.
U5 Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail.
U6 Writers make deliberate choices regarding content, language, and style to convey their message to a target audience.
U7 Writers integrate their thoughts with evidence from authors/texts (and provide proper citations).

understanding or position about a topic?
Q5 How do I best support my purpose for writing?
Q6 Why am I writing? What is my purpose?
Q7 How can I support my thoughts, findings and conclusions?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** That research from quality databases supports our understanding of fictional texts. **K2** Presentations require multimodal approaches to engage the audience. **K3** Power structures impact agency, and this, in turn, affects courage and hope in the face of adversity. **K4** Revisions are an integral part of the writing process. **K5** All conclusions are supported by direct evidence from a text. **K6** Critical lenses help us to understand different perspectives.	*Students will be skilled at...* **S1** Navigating quality databases to grow their understanding of fictional texts, including the creation of research questions. **S2** Selecting effective resources and modalities to engage an audience. **S3** Analyzing power structures and how they impact a character's courage and hope in the face of adversity **S4** Using feedback to make purposeful revisions. **S5** Reading closely for the purpose of supporting their conclusions with direct evidence from the text. **S6** Readers use multiple perspectives to critically read a text.