

World Literature: Dehumanization and Humanization

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to recognize and analyze how literary elements interact to shape and refine the narrative in order to compare the approaches different authors take. - Students will demonstrate the ability to synthesize how substantive ideas and conflicting information interact to shape and refine the topic in order to make conclusions among events, ideas, or concepts. - Students will demonstrate the ability to defend an opinion establishing clear relationships among claim(s), counterclaims, reasons, and evidence in order to persuade others. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - 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. - 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. - RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text; interact with other characters, and advance the plot or develop the theme. - RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. - 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. - RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). - RI.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. - RI.9-10.2 Determine a central idea of a text and analyze 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. - RI.9-10.3 Analyze how the author unfolds an analysis or series of	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions and take action for social and political issues, especially in situations where people are dehumanized.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - effective readers use a variety of strategies to make sense of key ideas and details presented in a text. - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader - effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	ESSENTIAL QUESTIONS - What does it mean to be human? - How does the instinct to survive conflict with one's humanity? - How does a person maintain or regain their humanity in the face of oppression? - To what extent are bystanders responsible for oppression?
Acquisition		
<i>Students will know...</i> - the concept of "otherness" - the relationship between targets, oppressors, and bystanders. - the causes and effects of dehumanization - that human rights infractions exist around the world - that individuals possess the ability to impact society. - that silence is consent.		<i>Students will be skilled at...</i> - citing strong and thorough textual evidence to support analysis of a literary text. - evaluate and weigh complex ideas, textual details, and motifs in order to arrive at conclusions about the meaning and/or significance of literary texts. - providing a sufficiently complex summary to address key plot points and thematic development. - evaluating whether a summary is missing critical details or misrepresents the meaning of a text.

ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. - RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). - RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). - RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. - 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. - W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - W.9-10.5 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. - W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. - 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. - W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. - W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. - 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.	- that people who experience adversity have a bond with one another. - that positive interaction with other human beings keeps one human. - that every human is deserving of basic human rights. <u>vocabulary</u>: dehumanization, disillusionment, desensitization, comradeship, humanization, symbolism, allusion, humanization, Nazi, anti-Semitism, scapegoat, bigotry, propaganda, genocide, Holocaust, victim/target, bystander, oppressor	- inferring the themes of a literary text and analyze how they are shaped and refined, including how characters and word choices affect their development. - analyzing the development of complex characters over the course of the narrative and how they influence the narrative (e.g., advance the plot or refine the theme; interact with other characters). - analyzing crucial moments in the plot (e.g., complication, climax, sea change) and explain how they advance the plot or develop the theme). - evaluating the impact of setting on the meaning of text (e.g., how does the political or social context of the setting affect the plot or theme?). - analyzing the effects of the author's choices in telling and timing of a story (e.g., devices such as foreshadowing, flashback, and parallel plots). - analyzing how an author's structural choices create and enhance effects such as suspense, tension, mystery, or surprise (e.g., the volta in a sonnet). - analyzing how the author develops the narrator's point of view, and how the author's choices about point of view affect a text's meaning (e.g. use of persona, unreliable narrator, multiple narrators). - analyzing how the cultural perspective reflected in a work of literature from outside the United States shapes the text. - analyzing the representation of a subject, event, key scene, or story in two different mediums, describing the significance of what is emphasized or absent in each treatment. - comparing and contrasting two interpretations of a story, poem, or drama (e.g., a live production of <i>Hamlet</i> to a filmed version of it), analyzing the effects and implications of the different decisions the directors and performers make. - selecting textual evidence based on evaluation of its strength, completeness, and relevance to the analysis of an informational text. - analyzing complex or conflicting information and textual details in order to arrive at conclusions about the meaning and significance of an informational text.
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• SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. • SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. • 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. • SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. • RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. • RI.9-10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. • W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. • L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • 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.		• providing an objective and accurate summary and evaluate whether a summary of an informational text is missing critical details or misrepresents the text's meaning. • analyzing the development of the thesis or central idea of an informational text, including how it is revealed and how it is shaped and refined by supporting details. • analyzing how an author develops an argument including the order in which points are made, how they are introduced, and how connections are made between them. • analyzing how an author explains and reveals a complex process or series of ideas in a scientific or technical text including how connections are made between them. • analyzing how the author of an informational text presents the connections between events and ideas in an analysis, argument, or exposition. • analyzing contributing factors and degrees of influence among cause-and-effect relationships in informational texts. • applying appropriate strategies with greater sophistication, including a broad array of context clues, such as word relationships and connectives, a variety of general or specialized reference material, and knowledge of etymology to determine or clarify the precise meanings of general academic and content-area words and phrases in grade-appropriate informational texts. • analyzing how an author's word choice and use of language impact tone and fit the author's purpose (e.g., how language in an editorial differs from that of a newspaper article). • analyzing the cumulative impact of connotative meaning on an informational passage's meaning and tone. • analyzing the cumulative impact of specific words and phrases on the meaning and tone of a work. • analyzing in detail how an author's ideas or claims are developed and refined by particular details, sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
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Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>reason effectively</i> • <i>analyze media</i> • <i>make judgments and decisions</i> • <i>be self-directed learners</i> • <i>communicate clearly</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	