



## AERO:SBC Basic Unit Template

Subject/Course: Introduction to World Literature

Grade Level: 10<sup>th</sup> Grade

Topic/concept: The Purple Hibiscus

Estimated Time Required: 1 month

### Desired Results:

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)

Stndrd 2. Students will comprehend, respond to, and analyze a wide variety of literary texts. end of grade 12

- benchmark i. Analyze recognized works of literature representing a variety of genres and traditions in order to:

(4) evaluate the philosophical, political, religious, ethical, and social influences that shaped characters, plots, and settings; and theme.

Stndrd 5. Students will write with clarity, logic, validity, and effectiveness on a wide range of topics and for a variety of purposes and audiences by the end of grade 12.

- benchmarks

b. Use accurately vocabulary specific to literary studies.

2. What are the enduring understandings that this unit is built upon?

Religious, political and familial values have a profound impact on both individuals and society.

3. What essential or unit questions will prompt curiosity and focus?

A. What are the effects of violence on family, community and society?

B. What are the consequences of silence (both interpersonal and societal)?

C. How do people define themselves?

D. What does it mean to "grow up"?

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

- how does the structure of the novel influence its plot
- how narrative voice develops in a novel
- how word choice and vocabulary influence tone, theme and character
- how history influences plot
- how to write with vocabulary appropriate for literary analysis
- how to write in language that creates a specific tone

Evidence of Learning:

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):

The culminating assessment is to write an essay that evaluates how either the political, social or religious influences impact one of the characters in the novel and then how through this character one of the novels themes is expressed. You should demonstrate in your writing use of appropriate literary analysis vocabulary, the creation of a specific tone, and revise your paper (as always) but with a specific attention on voice and sentence fluency in regards to tone, audience and purpose.

2. Provide the scoring guide/rubric for the culminating task (summative assessment).

Criteria	1 - Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
Standard 2- benchmark i. number 4 (cultural influence)	Writer evaluates the cultural influence but makes inaccurate or incorrect connections between the influence and character.	Writer evaluates the cultural influence accurately or correctly but does not support and explain the connection adequately.	Writer evaluates the cultural influence accurately and correctly with sufficient support and explanation.	Writer evaluates the cultural influence accurately and correctly with insightful and convincing support and explanation.
Standard 2-	Writer does not accurately or	Writer does not accurately or	Writer explains accurately and	Writer explains accurately and

benchmark i. Number 4 (theme)	correctly support and explain how the character demonstrates one of the novel's themes	correctly support and explain how the character demonstrates on of the novel's themes adequately	correctly with sufficient support and explanation how the character demonstrates one of the novel's themes.	correctly how the character demonstrates on of the novels themes with insightful and convincing support.
Standard 5- benchmark b	Writer does not use vocabulary appropriate for literary analysis	Writer attempts to use vocabulary appropriate for literary analysis but vocabulary is used incorrectly	Writer correctly uses vocabulary appropriate for literary analysis	Writer correctly uses vocabulary appropriate for literary analysis to shape voice and tone of essay.
Organization, sentence fluency, voice, diction, paper format	Follows standard Write Traits rubric	Follows standard Write Traits rubric	Follows standard Write Traits rubric	Follows standard Write Traits rubric

### Instructional Plan

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

In the week before we start studying the novel in class we will dedicate portions of class periods to frontload context for the novel study. Students will also begin companion journal of the novel- includes questions, notes and responses

Lesson 1— students assigned to read section 1 of the novel for the following week

Look at book (itself) and read back cover and reviews— come to next class with predictions of themes and narrative style- in the class break into small groups and share predictions. Students given list of Nigerian vocabulary words and definitions found in the novel. Start recording ideas in companion journal. The companion journals will be used for students to record questions, take notes, put in character and theme guides, and do short writing assignments. The final outcome will be to have an annotated reading guide to the novel as well as all the information they need for the final assessment.

Lesson 2--

Read short article on Nigerian political history for class— in class we have discussion about Nigerian history- students bring questions to share— we find the Enugu on the map- students take notes in journal

Map of Nigeria--- find Enugu--- <http://www.iss.co.za/Af/profiles/Nigeria/nigeriaT.gif>

Nigerian political history--- <http://www.iss.co.za/Af/profiles/Nigeria/Politics.html>

Lesson 3--

Read short article on Nigerian religious history- in class we have discussion about Nigerian religious history— students bring questions to share— students take notes in journal

Nigerian religious history--- <http://www.country-studies.com/nigeria/religion.html>

Lesson 4—

Read short articles on history of Igbo people and their specific religious history— students bring questions to share— students take notes in journal

history of Ibo people in Nigeria—

[http://www.kwenu.com/igbo/igbowebpages/Igbo.dir/People/Igbo\\_people.html](http://www.kwenu.com/igbo/igbowebpages/Igbo.dir/People/Igbo_people.html)

Igbo religion---

<http://www.qub.ac.uk/schools/SchoolofEnglish/imperial/nigeria/religion.htm>

Students will hand in companion journal to check they are on task and to use as first formative assessment for reading comprehension and understanding of cultural context- Assign section 2 of novel to be finished in 1 week

Lesson 5—

Show students documentary about Fela Kuti.

Lesson 6-

Students should have completed 1<sup>st</sup> section of novel—in small groups have students discuss their predictions and discuss questions—come back in whole class group and address questions- show students the character organizers they can use for the journal. Read aloud The Last Kiss and have students fill out an organizer for the narrator or mother or father. Assign character organizer for first section and rest of novel (2 characters per student) Class discussion to determine themes of novel.

Lesson 7-

Students write in their journals for 20 mins. about what does it mean to “grow up”. Selected students share their responses. Discuss connection between “The Last Kiss” by Ralph Fletcher and “growing up”. Introduce Theme Graphic Organizer. Assign thematic organizer for first section and rest of novel (2 themes per student). Devote time for students to work on organizers, journals or read.

Lesson 8-

Independent student work time and conferencing with teacher.

Lesson 9-

Students write in journals for 20 mins. about “how their religious, family, or political values have defined them”- selected students share with class. Class discussion about cultural influence and identity. Class time to work on journals, read. Students turn in journals (formative assessment for cultural influence). Assign Section 3

Lesson 10-

Students in pairs to discuss characters- first about the same characters, then about different characters. Whole class discussion about the character.

Lesson 11-

Student groups discuss similar themes then different themes. Whole class discussion about themes.

Lesson 12-

students read article about power and use of violence

<http://www.nybooks.com/articles/11395> -students write for 20 minutes about this topic- get in groups and share ideas- class discussion about violence- assign final section of novel

Lesson 13- students read poem about silence and truth- *Cartographies of Silence* by Adrienne Rich- students discuss in small groups and then share ideas with class- class discussion about topic- students hand in companion journal for last time (final formative assessment)

Lesson 14 and 15- final class discussion of novel class writing time and individual conferencing

Lesson 16- students self assess final draft of essay using the rubric

Lesson 17- students hand in final essay with self assessment attached-