

Grade 10 Advanced/Gifted and Talented English Language Arts
The Concept of Diversity in World Literature
Unit Organizer

Enduring Understanding: *Language and literature influence understandings and relationships across diverse cultures and groups.*

Essential Question 1: *How does literature convey culture?*

Essential Question 2: *What is universal across cultures?*

Note: Lesson Seeds may cover multiple instructional periods

Week 1			
<p>LS 01: Unit Introduction (1 day) RI1, RI2, RI3, RI5, RI6, RI10, SL1</p> <p>Discuss Unit/Essential Questions <i>How does literature convey culture? What is universal across cultures?</i> Compare an excerpt of Chinua Achebe’s essay on <i>The Heart of Darkness</i>, “An Image of Africa,” and Richard Rodriguez’s essay “The Chinese in All of Us: A Mexican-American Explores Multiculturalism.” Analyze each for characteristics of culture and challenges in communication across diverse cultures, as well as language and ideas associated with culture studies. Brainstorm solutions to these challenges. Begin reading novel.</p>	<p>LS 02: Key Themes: “The Second Coming” (1-2 days) RL1, RL2, RL 4, RL6, RL9, RL10, SL1, L5</p> <p>Conduct a close reading of Yeats’ “The Second Coming” to determine the meaning of the line “things fall apart.” Use a Syncon discussion to scaffold an analysis of the purposeful use of archetypes, symbols, and allusions. Determine how the poem is the work of another culture (place and time). Discuss through the structure of the Creative Problem Solving Process the poem in light of Essential Questions. Predict connections to <i>TFA</i>.</p>	<p>LS 03: Igbo Culture (1 day) W6, W7, W8, W9, W10, L3</p> <p>Review the research project that develops an understanding of the cultural and historical elements of the Igbo tribe and Nigeria. Brainstorm possible areas for research. Create an annotated bibliography using a collaborative, web-based product.</p>	<p>LS 04: Proverbs (1-2 days) RL4, RL6, RI5, W2, W3, W7, W10, SL1, SL4, L3, L4, L5, L6</p> <p>Discuss the meaning of the expression “Proverbs are the palm oil of conversation.” Analyze a nonfiction article about the history of proverbs and their significance in conveying culture. Introduce the terms <i>aphorism</i> and <i>epigram</i>. Conduct a comparative analysis of proverbs from different cultures and the messages that they communicate.</p> <p>Identify key characteristics of and classify the types of proverbs included in <i>TFA</i>. Identify key characteristics of the narrative style. Compose an original narrative proverb in the Igbo style.</p>



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Week 2

LS 05: Archetype: Tragic Hero (2 Days)

*Students will have finished the reading of novel for this lesson.

RL1, RL2, RL3, RL4, RL6, RL9, RL10, W1, W10, SL1, SL2, L1, L2

Review archetypes and stress their universal nature across culture and history. Show connection between understanding archetypes and accessing meaning in works of literature from other cultures. Develop the concept of tragic hero as an archetype, including specific Greek terminology.

Conduct a close reading of Sylvia Plath’s “Colossus.” Identify the culture associated with this poem (including both the author’s biography and the cultural elements embedded in the poem). Compare the poem with the characteristics of the tragic hero to argue whether a tragic persona is present.

Analyze *TFA* and Okonkwo in jigsaw groups using tragic hero and content-specific terminology. Present a modern figure and assess whether he or she fits the model of a tragic hero. Argue in an essay whether identifying a tragic hero should be based on an archetypal/universal definition or one that is more specific to the morals and values of a specific culture and time period.

LS 06: Culture Clash (2 Days)

RL1, RL2, RL3, RL4, RL6, RL9, RL10, W2, W4, W6, W7, W9, W10, SL1, SL3, SL6, L3, L4, L5

Identify points of conflict in the novel. Connect miscommunication and conflicts to divergent points of view (especially in religious beliefs, tribalism vs. imperialism, and agrarian vs. industrial). Read excerpts from *Poisonwood Bible* to analyze reasons for divergent viewpoints and consequences.

Present modern examples of “culture clash” and miscommunication. Analyze divergent viewpoints and consequences. Roleplay other points of view to contemporary culture clash situations. Brainstorm solutions to diverse viewpoints.

Respond in a Quickwrite to the question, “How do divergent points of view lead to issues in communication among diverse cultures?” making specific reference to the text and real world examples.

Week 3

LS 07: Cultural Commentary (5 Days)

RL1, RL2, RL5, RL6, RL9, RL10, RI7, W2, W6, W7, W8, W9, W10, SL1, SL2, SL4, SL5, L1, L6

Complete annotated bibliography. Connect a specific topic from the research project to the text in an expert group. Describe how Achebe portrays this aspect of culture and/or history in the novel in a collaborative, multimedia presentation. Record information from other expert groups. Compose a collaborative response to the question, “In what ways does Achebe use literature as a means to express and comment on culture and history?”



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Week 4		
<p>LS 8: Nonfiction Close Reading (1 Day)</p> <p>RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI10, W2, W9, W10, SL1, SL4</p> <p>Conduct a close reading to an assigned section of Achebe's essay, "An Image of Africa." Describe assigned "expert" section of the essay to jigsaw group. Compare Achebe's voice in the novel to that in the essay in a collaborative response and describe how the change in voice between the two works develops the ethos, logos, and pathos of his argument.</p>	<p>LS 9: Debating Imperialism (2 Days)</p> <p>RL2, RL4, RL6, RL7, RI2, RI4, RI6, RI7, RI8, RI10, W1, W2, W6, W7, W8, W9, W10, SL1, L1, L2, L4</p> <p>Review the documents and video clips related to the British in India. Read Kipling's "The White Man's Burden" in cooperative groups and annotate it, closely looking at the western perception of non-white cultures. Connect to the points-of-view in <i>TFA</i>. Read Mark Twain's reaction to the poem, "To the Person Sitting in Darkness," and analyze his arguments. Refute the claims of the poem line-by-line, in collaborative groups, drawing support from information regarding Indian culture and history.</p> <p>Discuss the ways in which a word can be defined. Use a graphic organizer to brainstorm the meaning of the term "imperialism." Write an extended definition of the term which uses support from <i>TFA</i>, Kipling's poem, the online resources, and outside knowledge, using a variety of rhetorical modes and technological applications. Facilitate the task by creating the definition in the form of a wiki page.</p>	<p>LS 10: Author's Purpose Seminar (2 Days)</p> <p>RL1, RL2, RL3, RL5, RL6, RL7, RL9, RI1, RI2, RI3, RI5, RI6, RI7, RI8, RI10, W6, W9, W10, SL1, SL2, SL3, SL4, L1, L6</p> <p>Participate in a Socratic Seminar; or comment in a Backchannel if cast in an observer role. Address the question: Why did Achebe write his response to Conrad's novel? What were his purposes and style in both novel and essay forms? Were his arguments effective or not?</p> <p>Address backchannel questions and evaluations. Brainstorm a list of purposes for written communication by all authors, Achebe included. Post final answer to question in a public forum using an appropriate technology-based tool.</p>



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Week 5		
<p>LS 11: Historical/ Biographical Approach to Literature (2 Days)</p> <p>RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9, RI1, RI3, RI4, RI5, RI6, RI8, RI10, W7, W8, W9, W10, SL1, SL2, SL3, SL4, L1, L4, L5</p> <p>Research Achebe’s personal biography and make connections with narrative elements from <i>TFA</i> like characters, setting, plot events, theme, symbols, etc. Debate using Four Corners as a method to argue as to whether Achebe was: heavily affected by his personal biography, somewhat effected by his personal biography, tangentially affected by his personal biography, unaffected by his personal biography.</p> <p>Close read an excerpt of a critical essay about Achebe and <i>TFA</i>. Synthesize in a Quickwrite the main points about the connections between <i>TFA</i> and Achebe’s biography from all sources read during the unit thus far.</p>	<p>LS 12: Poetry Close Reading (2 Days)</p> <p>RL1, RL2, RL 4, RL5, RL6, RL7, RL9, RL10, SL1, SL2, SL4, L5</p> <p>Revisit the poem “The Second Coming” and review and deepen connections to <i>TFA</i>. Conduct brief research of Yeats’ biography, his historical time period, and comments of literary critics about his work. Determine Yeats’ purpose in writing the poem. Compare Yeats’ purpose to Achebe’s possible purpose, looking for similarities and differences in viewpoints, and attributing reasons to those points of comparison.</p>	<p>LS 13: Unit Culmination: Symposium (6 Days)</p> <p>RL1, RL2, RL3, RL4, RL5, RL6, RI1, RI 2, RI6, RI7, RI8, W1, W2, W4, W5, W6, W7, W8, W9, SL1, SL3, SL6, L1, L2</p> <p>Analyze the processes of academic symposia and conduct a symposium panel for an assigned task. Craft original thesis statements and identify and organize appropriate support synthesized from research using critical essays, specific text support, and original insights. Draft, revise, and edit argumentative essays using technology and collaborative revision strategies.</p> <p>See full task <i>below</i></p>



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Week 6

LS 13: Task: Modern literary critics and African authors will explore aspects of African literature at a symposium entitled “African Literature in Global Perspectives” to be held at the local university. Due to your expertise and knowledge, you have been asked to compete for a spot on the symposium’s panel discussion of Chinua Achebe’s works. As a literary scholar, your studies have focused on *Things Fall Apart* and Achebe’s purpose in writing the novel; however, because fellow Achebe critics have also conducted similar analyses, you must craft a compelling essay to the following prompt as an audition to earn a position on the panel.

Chinua Achebe often wrote purposefully about his own life and work as an author. For example, in his critical essay, “The Role of the Writer in a New Nation,” he wrote, “The worst thing that can happen to any people is the loss of their dignity and self-respect. The writer’s duty is to help them regain it by showing them in human terms what happened to them, what they lost.”

Is this the purpose for Achebe’s novel *Things Fall Apart*? Is Achebe helping his people regain their dignity and self-respect, or is he writing for another purpose? Discuss how *Things Fall Apart* accomplishes Achebe’s purpose, and defend this claim with appropriate, synthesized support and adequate logic and reasoning. As an original work of scholarly literary criticism, your essay should contain references to both primary and secondary sources, and should contain internal citations, a Works Cited page, and a Bibliography that follows the MLA style requirements.

