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| **The Good Earth** |
| **Subject:** World Literature | **Grade:** 10 | **Teacher:** Ms. Katie | **Duration:**5 weeks / Twelve 85 minute classes |
| **Unit Summary**During this unit, students will examine how an author uses a novel to represent and comment on aspects of culture. Through reading The Good Earth by Pearl S. Buck, students will examine aspects of Qing Dynasty and modern Chinese culture, and compare those to their own culture. Students will also discuss the validity of Buck’s perspective as a Western individual writing about Chinese culture. |
| **Classroom Make-Up** This class is quite small with fewer than 10 students. 1 student is a junior who transferred into the school without credit in World Literature. All students are ELLs from South Korea. |

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| **STAGE ONE – DESIRED RESULTS** |
| **Established Goals***(Common Core State Standards)** **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 of the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
* **RL.9-10.3** Analyze how complex characters 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, and manipulate time 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 range of reading of world literature
* **RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work
* **RL.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.9-10.1** 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 of 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.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.9-10.1A** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that clear relationships among claim(s), counterclaims, reasons, and evidence
* **W.9-10.1B** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns
* **W.9-10.1C** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationship between the claim(s) and reasons, between the reasons and evidence, and between the claim(s) and counterclaims
* **W.9-10.1D** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
* **W.9-10.1E** Provide a concluding statement or section that follows form and supports the argument presented
* **W.9-10.4** Produce clear and coherent writing in which the development, organization, and style and 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 capability 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 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.9-10.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences
* **SL.9-10.1A** 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-researched exchange of ideas
* **SL.9-10.1B** Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed
* **SL.9-10.1C** Propel conversations by posing and responding to questions that relate to the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions
* **SL.9-10.1D** Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; and, when warranted, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented
* **L.9-10.3A** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type
 | **Transfer** |
| *Students will be able to use their learning to…** Write a literary analysis essay commenting on the representation of Chinese culture in the novel.
* Write a series of blog entries comparing knowledge learned about Chinese culture represented in the novel to their own culture
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| **Meaning** |
| **Understandings***Students will understand…** How author’s draw on source material to write stories
* Differences between cultures, and how those cultures develop and change over time
 | **Essential Questions*** How is culture portrayed in the context of a novel?
* Does the author’s background have an impact on the truthful representation of a culture in a novel?
* How does Qing dynasty compare to modern China and to my own culture?
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| **Acquisition** |
| *Students will know….** About Qing Dynasty China
* About Chinese culture
 | *Students will be skilled at…** Making cross-cultural comparisons
* Analyzing novel in terms of cultural representation and theme
* Composing a literary analysis essay
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| **STAGE TWO – EVIDENCE** |
| **Evaluative Criteria** | **Assessment Evidence** |
| * Essay Rubric
* Exam
 | **Transfer/Performance Tasks*** Literary Analysis Essay
* Cultural Comparison Blog Entries
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| **Formative Assessments*** Exit Tweets
* Reading & Vocabulary Quizzes
* Learning Stations Activities
* Writing Rough Drafts
* In-Class Activities and Discussions
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| **Summative Assessments*** Literary Analysis Essay
* Novel Exam
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| **Other Evidence** |

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| **STAGE THREE – LEARNING PLAN** |
| **Summary of Key Learning Events and Instruction*** Four Corners Anticipation Guide

*At the beginning of the unit, students will be shown statements that they must disagree or agree with by moving to different corners in the room. At those corners, students will do a Timed-Pair-Share to express their thoughts on the issue with a partner. Volunteer pairs will share out to the whole class. The statements will correspond to some of the big themes that are raised in the novel.** Exit Tweets

*At the end of each class, students will write a simple exit “tweet” expressing something they learned and/or a question they have. Any questions can be answered the next day at the start of class, or saved for a class discussion** RAN Chart

*At the beginning of the unit, students will start a RAN Chart detailing their perspectives and knowledge about Chinese culture in general, and about the Qing dynasty. Throughout the unit, students will return to the RAN chart to correct any misconceptions they have about the topics covered in class.** Learning Stations (Novel Introduction)

*To start the students with some basic background information, students will complete learning stations to learn about the Qing Dynasty, China, and Pearl S. Buck. They will also read the first few pages and make predictions of the rest of the novel.** Non-Fiction Readings

*Throughout the unit, students will read articles on aspects of Chinese culture presented in the novel. Some articles may be read in Jigsaw readings to allow students to be exposed to various viewpoints.** Visual Venn Diagram Collage

*For this activity when students are discussing beauty standards in the novel, as well as in Chinese culture and their own culture, students will create Venn Diagram collages to visually represent those standards and how they compare to each other.** Class Discussions

*During the unit, students will often engage in class and/or group discussions. These discussions will take a variety of formats, including Socratic Seminar, Fish Bowl Discussions, and Silent Chalk Talks. Students will prepare for these discussions during their nightly reading by finding quotes and evidence they can use to support their opinions. After each discussion, students will complete a summary form that summarizes what was talked about during the discussion.** Awareness Poster

*Pearl S. Buck often brings up several social issues, such as homelessness. After discussing these issues, students will create posters to raise awareness of these issues that will be posted in the hallways at school. Students will also be challenged to volunteer their time or talents for a social issue.** Societal Changes Timeline

*Over the course of the novel, Buck touches on the topic of social change and the numerous changes China went through at the end of the Qing Dynasty. Students will search the novel for passage relating to these changes and place them on a timeline. They will then think about their own culture and history and plot the social changes in their own country.** Vocabulary and Reading Quizzes

*To help hold students accountable for their reading and to aid in comprehension of the novel, there will periodic quizzes on key events and characters in the novel, as well as vocabulary words that are integral to understanding the novel. To prepare for vocabulary quizzes, students will keep their own personal set of flashcards that the teacher will check. Students are also encouraged to use the vocabulary words in their blog posts and final essay.** TGE Cultural Comparison Blog Posts

*Throughout the novel, students will be asked to keep a blog with posts centered around the cultural discussions that take place in class.* * Novel Analysis Stations

*At the end of the novel, to practice their analysis skills and prepare for their literary analysis essay, students will complete a series of learning stations focused on novel analysis.** Literary Analysis Essay

*At the end of the novel, students will write a literary analysis which examines the representation of Chinese culture in the novel, as well as the authority of Pearl S. Buck in her depiction of the culture.** Novel Exam

*To complete the unit, students will also take an exam on the content of the novel.** Cooperative Learning Structures

*This unit will use a variety of Cooperative Learning Structures.*  |

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| **Differentiation of Unit Activities** |
| **For ELL Students…**All my students are ELL students. This novel has quite a high level of vocabulary, so we try to incorporate vocabulary learning activities and strategies into the lessons. Students keep their own personal vocabulary flash card sets, and are given a list of vocabulary words for each reading quiz that they should know. We also use various cooperative learning strategies, such as Quiz-Quiz-Trade, to help students remember the vocabulary. My students also tend to struggle somewhat with analysis and writing skills. So, we always end novel units with novel analysis learning stations that guide students through the analysis process. We have many structured and unstructured discussions on themes in the novel where students must support their opinions with evidence and respond to others’ statements constructively. To aid their writing skills, we always have a scaffolded writing workshop for their essay. Students write their first few essays in sections, work together with their team to receive feedback on their writing, and have conferences with me. **For Gifted Students…**There are no gifted students in this class, but there are students whose level of English is much higher than others. Those students are challenged to use more complicated vocabulary and grammatical structures in their writing. They are also encouraged to take on a leadership position in their team to help students who need more assistance. **For Students with Special Needs…** This class has no students with special needs. |