**CURRICULUM MAP Reading 9 Grades 9-10**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 9: Integration of Knowledge and Skills**  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  **Grades 9-10 Specific Literature Standard:**  Analyze how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).  **Grades 9-10 Specific Informational Standard:**  Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.  a. Read, annotate, and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints. | Students will be able to compare and contrast multiple texts with similar themes.  Students will be able to make comparisons of themes, topics or approaches. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * Why are literary similarities and differences important in understanding the underlying concepts of the human condition? * How do authors draw upon their sources to create original texts? * How does literature from a specific time period reflect the key social and political issues of that time period? * How does the comparison and contrast of multiple genres expose students to the human condition? * How does comparing multiple texts allow for deeper understanding through thematic connections? * How does literature reflect the social mores of the time period? * How do similar ideas bear different results among different peoples or works?   **Topical Questions:**  **Literature:**   * How does the author use references to Shakespeare’s plays to enhance his/her work? * How can one identify allusions in literature? * How do themes in one text reoccur in another text? * What are the connections you as a reader can make between these two texts? * Draw connections between a character in Shakespeare and a character in the Bible. * How do different cultures share similar ideas in different ways? * What literary elements of The Odyssey did the author of Cold Mountain incorporate into that book?   **Informational:**   * What are the common threads between all slave letters and narratives we have read? * How can we make text to text connections to a particular theme? * How do documents of historical and literary significance approach the same themes and concepts? * What can be learn from reading and analyzing informational texts on topics related to diverse and non-traditional cultures and viewpoints? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * Canonical texts such as the Bible. * How to read and obtain canonical text with historical analysis. * How to analyze ways authors use and draw upon canonical text in their works and incorporate similar themes and topics. * The definition of allusion * How different authors approach similar concepts of themes * How to make text to text connections * How to identify source material. | **Students will be able to. . .**   * Read Shakespeare works and identify allusions to canonical text. * Read works like Shakespeare, think about, write about and verbalize where and how the author treats a theme or topic from a canonical text. * Analyze how similar concepts or themes are developed in multiple texts * Analyze how different authors transform their approach similar themes in literature * Analyze how a writer is influenced by earlier writers or texts. * Identify the impact of historical events in literary texts. |
| **CONTENT:** | |
| **Sample Texts:**  **Plays**:  *A Raisin in the Sun* by Lorraine Hansberry  *Antigone* by Sophocles  *A Doll’s House* by Henrik Ibsen  *The Tempest* and *Romeo and Juliet* by William Shakespeare  **Novels:**  *Of Mice and Men* by John Steinbeck  *Night by* Elie Weisel*, Frankenstein by* Mary Shelley  *House on Mango Street* by Sandra Cisneros  *Kite Runner* Khaled Hosseini  *If you Come Softly* Jacqueline Woodson  *Monster* Walter Dean Myers  Gary Soto  *Beowulf*Seamus Heaney  *Canterbury Tales*  *Gilgamesh*  Mythology  Grimms’ Fairytales  *1984* by George Orwell  *Farenheit 451*  *Joy Luck Club* Amy Tan  Oscar Wilde  *The Color of Water* James McBride  **Short Stories:**“Monkey’s Paw” “The Most Dangerous Game” “The Necklace”  Authors: Saki (H. H. Munro), Guy de Maupassant, Ray Bradbury, Kurt Vonnegut, O’Henry, Edgar Allen Poe  **Films**: *The Power of One, Life is Beautiful, The Price of the Ticket: Interview with James Baldwin, Freedom Writers,*  **Poetry**:Shelley, Byron, Coleridge, Blake, Wordsworth, Keats, Maya Angelou, Langston Hughes, Louis Ginsberg, (poets list)  **Informational texts***: “*Perils of Indifference” by Elie Weisel, “Pilgrimage to Non-violence” by Dr. Martin Luther King Jr. “On Being 17 Bright and Unable to Read” by David Raymond  “Black Men and Public Space” Brent  **Comparison Works:**  “Caged Bird” by Maya Angelou and “Sympathy” by Paul Lawrence Dunbar  Macbeth by Shakespeare and “Tomorrow, Tomorrow and Tomorrow” by Kurt Vonnegut  **Creation stories:** “EnumaElish” (Mesopotamia), “Rig Veda” (Hindu), “Creation of Man” (Greek), “Genesis” (Judeo-Christian), “How the World was Created from A Drop of Milk” (West Africa), “The Creation” by James Weldon Johnson  *O, the film and Othello* by Shakespeare; *Taming of the Shrew* by Shakespeare and the film, 10 *Things I hate about you*  **Utopian/Dystopia Society:**  *Fountainhead* Ayn Rand, *Herland* Charoletteperkind Gilman, *Fahrenheit 451* by Ray Bradbury, “Harrison Bergeron” by Kurt Vonnegut Jr., *The Giver* by Lowis Lowry, *Brave New World* Aldous Huxley  Historical connections: *Farwell to Manzanar* by Jeanne Wakatsuki Houston, *Nigh* by Elie Wiesel, *Diary of Anne Frank*  **Colonization/Abuse of Power:** *Things Fall Apart, Apocalypse Now (*film*), Heart of Darkness, Frankenstein* | |
| **VOCABULARY:** | |
| Subtext, inference, explicit, implicit, citation, symbol, memoir, interpretive, evaluative, predictions, perspective, direct and indirect characterization, protagonist, antagonist  central ideas, plot, literary theme, objective, subjective, informational text, main idea, relevant material, irrelevant material, point of view, narration, narrator, internal and external conflict, epic hero, epic, author’s intent, connotation, denotation, diction, figurative language, rhetoric | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that there will be on-going built-in assessments attached to each classroom lesson or Aim that will guide lesson planning and instruction to meet the needs of all students.  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, mini-comprehension quizzes, peer interviews, peer reviewing and critiquing, pair-share, class discussions, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned? What don’t I understand yet? How can I connect what I learned to what I already know? How can I apply what I have learned? How do my biases influence my understanding? What are my strengths? What are my weaknesses? What learning tools/resources would help my learning progress?) | |
| Students will write a 5 paragraph essay comparing ideas between two works.  For example, a work published after Shakespeare’s time uses Shakespearian influence in order to enhance the theme they are focusing on. How does the reference to *Macbeth* help the reader to understand Andy’s feelings of guilt and wanting to commit suicide in *Tears of a Tiger*?)  Student Self-Assessment and Reflection:   * How do authors draw on other authors? What can we learn from those who come before us? If you were to write a story on similar topics, how could you make use of Shakespearian themes? | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| Examples of questions:  What are the inalienable rights that Jefferson stresses in “The Declaration of Independence”? Which of these rights are prominent in the news today? Why has that specific right come under assault?  How does *The Scarlet Letter* reflect the concept of American Individualism?  How is your own life impacted by the “Bill of Rights?”  Students will read two texts (a Shakespeare text and a later text that makes references to the Shakespeare text, possibly *Tears of a Tiger* making use of *Macbeth* on the topics of guilt and suicide). Students will evaluate how the later text makes use of Shakespeare by quoting at least three examples.  Using literature of similar themes like that of ancient texts will allow students to analyze the parallels between the works of literature. After reading books such as the “Gilgamesh” and “Mythology” have students parallel the flood stories to the Judeo-Christian version. Students will then be able to compare and write about the connections of ancient tales with other contemporary works such as *Harry Potter* and *Twilight.* | |
| **RESOURCES:** | |
| [www.readwritethink.org](http://www.readwritethink.org)  [www.pbs.org](http://www.pbs.org)  [www.amnestyinternational.org](http://www.amnestyinternational.org)  *Understanding By Design* Grant Wiggins  Rubistar.4teachers.org | |
| **TECHNOLOGY INTEGRATION:** | |
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