

# KPBSD ELA CURRICULUM

## 10<sup>th</sup> GRADE – WORLD LITERATURE

### **ELA 10: World Literature**

This course will examine the relationship between literature, culture, and historical events in different regions of the world in order for students to better understand the world view of the people of certain regions and continually evolving relationships between regions.

PLEASE NOTE that ELA Curriculum documents are:

- Living documents that will continue to evolve. They are not static and feedback is welcome. You should print a new copy at regular intervals to stay abreast of the updates.
- Shared resources for all those teaching this content area. **\*Please share new resources you and your students find as you explore the course content and personalize learning.\***
- A guideline, not a regime. All requirements for the course are met by this plan, but in personalized learning there will be expected variation.

### **ELA 10 Course Navigation:**

[Unit 1](#) - Latin America

[Unit 2](#) - Asia

[Unit 3](#) - Russia

[Unit 4](#) - Africa & Middle East

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**Course Name:** ELA 10 - World Literature

**BIG IDEA:**

This course will examine the relationship between literature, culture, and historical events in different regions of the world in order to better understand the world view of the people of that region and continually evolving relationships between the regions.

[Standards Pacing Guide](#)

**Writing Assessment Foci:**

Semester 1 - Narrative and Expository

Semester 2 - Persuasive and Research

### SEMESTER 1 (UNITS 1 & 2)

#### Unit 1: World Literature: Latin and Central America

**ENDURING UNDERSTANDING(S):**

Students explore themes central to Latin and Central American literature (the fantastical, gender roles, social realism, time, and magic), how those themes are intrinsic representations of the culture and historical events of the region, and how this impacts current events.

**ESSENTIAL QUESTIONS:**

- What are the defining themes in Latin and Central American Literature, such as “Social Realism”?
- How does the genre of Magical Realism convey a reaction to the historical events of the region and portray key aspects of the culture?
- How does the structure of narratives and short stories from Latin America allude to the role of time in that region?
- How do the literary devices of tone and mood convey aspects of Social Realism?

**STUDENT LEARNER OUTCOMES (standards)**

*What will students know and be able to do as a result of this topic/unit?*

**STUDENTS WILL... (state standards)**

- RL.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; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.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.5 - Analyze how an author’s choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as

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mystery, tension, or surprise.

- RL.6 - Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.
- RL.9 - 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 how a later author draws on a play by Shakespeare).
- RI.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.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.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
- SL.3 - Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - b) Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.

### **I CAN... (student-friendly language)**

- RL.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.3
  - Identify main and supporting characters in a text.
  - Cite specific character traits about main or supporting characters throughout a text.
  - Track relationships between main or supporting characters throughout a text.
  - Identify and cite how character development affects a text's plot or theme.
- RL.5
  - Identify the way an author organizes or structures a text.
  - Identify and provide examples of literary devices in a text (e.g., foreshadowing, allusion, imagery, symbolism, etc.).
  - Accurately order events within a text, including events manipulated by pacing or flashbacks.
  - Recognize how an author's writing technique impacts a reader's emotional response (e.g., mystery, tension, surprise, etc.).

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- RL.6
  - Read a variety of world literature.
  - Recognize, compare, contrast, and analyze points of view or cultural experiences in works of literature.
- RL.9
  - Identify literary allusions made within a text.
  - Examine and explain how literary allusions impact a secondary text.
- RI.5
  - Analyze sentences, paragraphs, or chapters of an author’s work to see how the author developed the main idea.
  - Provide textual evidence from sentences, paragraphs, or chapters to prove the development of an idea.
- RI.6
  - Determine an author’s point of view or purpose in a piece of literature.
  - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a piece of literature.
- W.3 - Narrative
  - Capture a reader’s attention with an effective narrative hook.
  - Create character(s) and narrator(s) who have depth and a recognizable character arc.
  - Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
  - Effectively organize narrative plot elements.
  - Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
  - Create an engaging narrative using precise, descriptive language and sensory details.
  - Provide an effective and satisfying conclusion to a narrative piece
- SL.3
  - Identify a speaker’s key points or claims.
  - Connect key points or claims to specific persuasive techniques.
  - Use specific, relevant supporting evidence to determine if an argument’s key point or claim is well supported.
  - Identify false statements or reasoning by their supporting evidence.
- L.5
  - Recognize figurative language (e.g. literary devices) in a selection of text.
  - Examine how figurative language impacts a text.
  - Recognize words which have similar meanings.
  - Recognize analogies in a selection of text.
  - Determine if an analogy makes an appropriate comparison.

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### SUGGESTED WORKS

E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

#### Literary Texts

Note: Texts can be combined in a number of ways. Students, for example, can read either one midlength novel or two short novels, in addition to a play, a selection of poems by various authors, and a nonfiction essay.

#### Novels

##### *Chile*

- The House of the Spirits (Isabel Allende and Magda Bogin, trans.)

##### *Mexico*

- Like Water for Chocolate (Laura Esquivel and Thomas Christensen, trans.)
- The Book of Lamentations (Rosario Castellanos)
- The Old Gringo (Carlos Fuentes and Margaret Sayers Peden, trans.)
- The Underdogs: A Novel of the Mexican Revolution (Mariano Azuela and Sergio Waisman, trans.) [Link](#)

##### *Columbia*

- One Hundred Years of Solitude (Gabriel García Márquez) (L1410)

#### Plays

##### *Mexico*

- The Impostor: A Play for Demagogues (Rodolfo Usigli and Ramon Layera, trans.)

#### Poetry

##### *Chile*

- Book of Twilight (Pablo Neruda)
- Gabriela Mistral: A Reader (Gabriela Mistral, Maria Giachetti, trans., Marjorie Agosin, ed.) (selections)
- Twenty Love Poems and a Song of Despair (Pablo Neruda and W.S. Merwin, trans.) (selections) [Link](#)
- Nothing but Death (Pablo Neruda) [Link](#)

##### *Mexico*

- Eagle or Sun? (prose poems) (Octavio Paz) (selections)

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### Short Stories

#### *Argentina*

- End of the Game (Julio Cortázar)
- Letter to a Young Lady in Paris (Julio Cortázar)
- The Garden of Forking Paths (Jorge Luis Borges) [Link](#)
- The Secret Miracle (Jorge Luis Borges) [Link](#)

#### *Chile*

- The Stories of Eva Luna (Isabel Allende) (selections)

#### *Cuba*

- Journey Back to the Source (Alejo Carpentier) [Link](#)

#### *Colombia*

- Chronicle of a Death Foretold (Gabriel García Márquez) [Link](#)
- No One Writes to the Colonel (Gabriel García Márquez) [Link](#)
- The Sea of Lost Time (Gabriel García Márquez)
- A Very Old Man with Enormous Wings” (Gabriel García Márquez) [Link](#)

### Informational Texts

#### Nonfiction

- Against All Hope: A Memoir of Life in Castro's Gulag (Armando Valladares) [Link](#)
- Complex Feelings about Borges in The Noé Jitrik Reader: Selected Essays on Latin American Literature (Noé Jitrik and Susan E. Benner, trans.) (selections)
- The Noé Jitrik Reader: Selected Essays on Latin American Literature (Noé Jitrik and Susan E. Benner, trans.)
- The Testimony of Contemporary Latin American Authors (Doris Meyer, ed.) (excerpts)

#### Speeches

- The Solitude of Latin America Nobel Prize Acceptance Speech, 1982 (Gabriel García Márquez) [Link](#)

### Art, Music, and Media Art

#### *Honduras*

- Deity Figure (Honduras, third to sixth century) [Link](#)

#### *Colombia*

- Masked Figure Pendant (Colombia, tenth to sixteenth century) [Link](#)

#### *Costa Rica*

- Bird Pendant (Costa Rica, first century BCE to first century CE) [Link](#)

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### *Guatemala*

- Tripod Bird Bowl (Guatemala, third to fourth century) [Link](#)

### *Mexico*

- Diego Rivera, The History of Mexico: The Ancient Indian World (1929-1935) [Link](#)
- Murals at Bonampak (Mayan, ca. 580 to 800 CE) [Link](#)
- Murals from Teotihuacan (Tetitla, ca. 100 BCE to 250 CE) [Link](#)

### *Peru*

- Drinking Vessel (Peru, late fifteenth to early sixteenth century) [Link](#)

### **Additional Online Resources**

- Author Gabriel García Márquez was Born on This Day (ReadWriteThink) (RL.9-10.6) [Link](#)

### **ASSESSMENTS**

*What evidence will demonstrate student achievement of their learning?*

- **Narrative Writing:** Write a short story inspired by any of the works in the unit. Read it aloud to the class and invite discussion about which work might have inspired it and how. Your teacher may give you the option of adding a multimedia component, either creating a digital slide presentation or a movie where your narrative becomes the audio portion. (W.10.3, SL.10.1, SL.10.5)
- **Reading Literature, Language Usage, Speaking and Listening:** Your teacher will select passages from the works in this unit. In your journal or on a shared online spreadsheet, identify the figures of speech and interpret them in complete sentences. Then select the abstract nouns and figures of speech in the passage and discuss the nuances and various connotations of each. Discuss with your classmates which connotations you think the author intends. (L.10.5)
- **Reading Informational Text, Reading Literature, Informative Writing Seminar:** What does Márquez mean by "solitude" in his Nobel Prize acceptance speech, "The Solitude of Latin America," and his novel One Hundred Years of Solitude? How is solitude a metaphor? Is it a fitting metaphor? Why or why not? Use specific textual evidence to discuss. After the seminar, write an informative/explanatory essay using at least two pieces of textual evidence to support a clear thesis from both his speech and his novel. (RL.10.4, RI.10.8, W.10.2, W.10.4, W.10.9, SL.10.1, SL.10.3)
- **Art, Speaking and Listening:** View the images painted in prehistoric Latin America. What do you see in the murals? What colors and symbols are prominent? Why do you think the artist used these colors and these symbols? What do you see in Diego Rivera's murals in comparison to the ancient murals? Do the modern-day murals include any iconography from prehistoric Latin America? Why do you think the artist is interested in the Aztec and Mayan cultures? What symbolism did Rivera use? (SL.10.1, SL.10.2)

### **Formal writing samples**

- See prompts below. (W.10.3, 10.4, 10.5, 10.6, 10.10)

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### WRITING FOCI: Quarter 1 - Narrative

#### Potential Writing Prompts

##### Narrative

- Write a narrative integrating magical realism into the plot. Provide a secondary paragraph providing explanation of what the magical realism elements are and how your own cultural experiences contributed to them. (W.10.2, 10.3)
- Write a narrative that intentionally utilizes at least one alternative (non-linear) plot structure and incorporates non-traditional use of time (e.g. flashback, flashforward). (W.10.3)
- Write a narrative of an experience where you experienced a different culture and what you learned from that experience. (W.10.2, 10.3)

#### Additional prompts can support reading standards and/or units

##### Informational

- Select a passage from a Latin American text that exemplifies Social Realism. Analyze the passage to determine the elements that make it Social Realism, then research historical events surrounding the creation of that passage to identify connections between history and the literature. (RL.10.1 or RI.10.1, RL.10.2 or RI.10.2, RL.10.6 or RI.10.6, W.10.7, 10.8, 10.9)
- Compare 2-3 examples of Latin American literature identifying the key cultural components and historical events and how they are portrayed. Cite evidence from the text to demonstrate your thinking. (RL.10.1 or RI.10.1, RI.10.7, W.10.2)

##### Argument

- Analyze a male character from a Latin American story. Reinterpret the character from a female perspective in Latin American society. Argue for or against whether the experience would be significantly different from this perspective. Include evidence from a specific scene in the story. (RL.10.1 or RI.10.1, RL.10.3 or RI.10.3, RL.10.6 or RI.10.6, W.10.2)
- Identify the tone and mood from a Latin American story. Construct an argument of which literary device (tone or mood) plays a more significant role in the piece. Include in your argument the impact of it on the reader and support your stance with evidence from the text. (RL.10.1 or RI.10.1, RL.10.5 or RI.10.5, L.10.5, W.10.1)

##### Research

- Research a current event with ties to Latin America. Articulate how the event is a reflection worldview presented in the literature of the region. (R.10.1, RI.10.2, W.10.2, W.10.7, 10.8, 10.9)

### VOCABULARY

Extended metaphor  
First-person point of view  
Foreshadowing  
Imagery

Irony  
Magical realism  
Metaphor  
Paradox

Rhetoric  
Symbolism  
Theme  
Third-person omniscience

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### TECH SKILLS

#### I CAN...

- Recognize, explain, and avoid plagiarism.
- Review, annotate, comment, or “track changes” using collaborative digital tools or cloud-based documents.
- Backup files on appropriate storage mediums (school servers, online storage, flash drives).
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.

### Unit 2: World Literature: Asia

#### ENDURING UNDERSTAND(S):

Students explore themes central to Asian literature (collectivism, honor, harmony, hierarchy, ritual), how those themes are intrinsic representations of the culture and historical events of the region, and how this impacts current events.

#### ESSENTIAL QUESTIONS:

- What are the defining themes of Asian literature, such as collectivism?
- What are the key tenets of Eastern Philosophies and how do they impact both literature and modern culture?
- How are the societal concepts of collectivism and hierarchy demonstrated in character development in Asian literature?
- How are literary devices such as allegory and paradox founded in the ancient history of the Asian region?
- How do literary devices in poetry and drama reflect unique and varied cultural beliefs or values?

#### STUDENT LEARNER OUTCOMES (standards)

*What will students know and be able to do as a result of this topic/unit?*

#### STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.
- RL.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

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and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.

- RL.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.5 - Analyze how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.6 - Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.
- RL.9 - 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 how a later author draws on a play by Shakespeare).
- RI.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.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; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.3 - Analyze how the author unfolds an analysis or series of 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.
- W.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.
  - a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.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.
  - a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other

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information and examples appropriate to the audience’s knowledge of the topic.

- c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.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.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 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a) Apply grades 9–10 Reading standards to literature (e.g., “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 how a later author draws on a play by Shakespeare].”).
  - b) Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - b) Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.

### **I CAN... (student-friendly language)**

- RL.1
  - Properly cite textual evidence using APA format.
  - Support my analysis of a text using specific evidence.
- RL.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.3

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- Identify main and supporting characters in a text.
- Cite specific character traits about main or supporting characters throughout a text.
- Track relationships between main or supporting characters throughout a text.
- Identify and cite how character development affects a text's plot or theme.
- RL.5
  - Identify the way an author organizes or structures a text.
  - Identify and provide examples of literary devices in a text (e.g., foreshadowing, allusion, imagery, symbolism, etc.).
  - Accurately order events within a text, including events manipulated by pacing or flashbacks.
  - Recognize how an author's writing technique impacts a reader's emotional response (e.g., mystery, tension, surprise, etc.).
- RL.6
  - Read a variety of world literature.
  - Recognize, compare, contrast, and analyze points of view or cultural experiences in works of literature.
- RL.9
  - Identify literary allusions made within a text.
  - Examine and explain how literary allusions impact a secondary text.
- RI.1
  - Find and refer to specific, relevant examples from a text (both explicit and inferred) to support an opinion about the text.
- RI.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.3
  - Determine the organization of an author's main points, ideas, or textual events.
  - Examine the effectiveness of a text's argument using my knowledge of an author's organizational strategy.
- W.2 - Expository
  - Brainstorm multiple topics or ideas.
  - Choose a single, supportable topic from a variety of choices.
  - Use an outline to organize an essay on a specific topic.
  - Write a clear thesis statement.
  - Use formatting to logically organize my essay.
  - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
  - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
  - Explain my thoughts in a logical order to support the evidence of my thesis.

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- Choose appropriate and varied transition words effectively in my writing.
- Determine what style and tone are appropriate for the audience of my writing.
- Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
- Provide a strong closing statement or paragraph which supports my thesis.
- W.7
  - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
  - Adjust my research area of focus as needed for my project.
  - Combine information from multiple sources to support my research and findings.
- W.8
  - Find and use multiple sources of information, both in print and digital formats.
  - Determine which sources are most effective to answer a posed research question.
  - Effectively integrate research in my writing, while citing that research accurately.
- W.9
  - Plan and write an analysis, reflection, or research paper using evidence from literature or informational texts.
- L.5
  - Recognize figurative language (e.g. literary devices) in a selection of text.
  - Examine how figurative language affects a text.
  - Recognize words that have similar meanings.
  - Recognize analogies in a selection of text.
  - Determine if an analogy makes an appropriate comparison.

### SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

#### Literary Texts

Note: Texts can be combined in a number of ways. Students, for example, can read excerpts from an ancient work; one novel; one play; several short stories; and a long poem or selection of poems. Or teachers might choose two novels or two plays instead of one novel and one play. Students should consult informational texts and secondary sources, online and in the library, for their essays.

#### Novels

##### *China*

- Dream of the Red Chamber (Cao Xueqin) (selections) [Link](#)

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- Family (Pa Jin)

### *India*

- In Custody (Anita Desai)
- Midnight's Children (Salman Rushdie)
- Nectar in a Sieve (Kamala Markandaya)
- The God of Small Things (Arundhati Roy)

### *Japan*

- After Dark (Haruki Murakami)
- Norwegian Wood (Haruki Murakami)
- The Sound of Waves (Yukio Mishima)

### **Short Stories**

#### *China*

- Strange Tales from a Chinese Studio (Pu Songling, ed.) [Link](#)
- Under The Red Flag (Ha Jin) (selections)
- On the Road to Thistle Gate (Cheng Danlu) [Link](#)
- Records of the Grand Historian (Sima Qian) [Link](#)
- The Lady Knight Errant (Liao Chih Chih) [Link](#)

#### *India*

- The Banyan Tree (Ruskin Bond) [Link](#)
- The Kitemaker (Ruskin Bond) [Link](#)

#### *Japan*

- Rashomon and Other Stories (Ryunosuke Akutagawa) [Link](#)

#### *Vietnam*

- The General Retires and Other Stories (Nguyen Huy Thiep)

### **Poetry**

#### *Sanskrit*

- The Ramayana (attributed to the Hindu sage Valmiki) [Link](#)

#### *China*

- A Song of Ch'ang-kan (Li Bai\*) (E) (excerpts) (This author is referenced in Appendix B of the CCSS as Li Po, another transliteration of the author's name.) [Link](#)
- On a Gate-tower at Yuzhou (Chen Zi'ang) (excerpts) [Link](#)
- Substance, Shadow, and Spirit (T'ao Ch'ien) (excerpts) [Link](#)

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- The Jade Mountain: A Chinese Anthology, Being Three Hundred Poems of the T'ang Dynasty 618-906 (Kiang Hang-Hu and Witter Bynner, trans.) (selections) [Link](#)

### *India*

- Song VII (Rabindranath Tagore) (E) [Link](#)
- The Golden Craft (Rabindranath Tagore) (OOP) (EA) [Link](#)

### **Plays**

#### *China*

- Thunderstorm (Cao Yu) [Link](#)

#### *India*

- The Post Office (Rabindranath Tagore) (EA) [Link](#)

#### *Japan*

- Atsumori (Seami) [Link](#)

### **Informational Texts**

#### **Autobiographies**

- Six Records of a Floating Life (Shen Fu) (China)

#### **Nonfiction**

- Historical Dictionary of Modern Japanese Literature and Theater (J. Scott Miller)
- Li Bai, A Hero among Poets, in the Visual, Dramatic, and Literary Arts of China (Kathlyn Maureen Liscomb) [Link](#)
- The Analects (Confucius) (selections) [Link](#)
- The Columbia Companion to Modern East Asian Literature (Joshua Mostow, ed.)
- The I Ching (transmitted by Fei Zhi) [Link](#)
- The Scandal of Empire: India and the Creation of Imperial Britain (Nicholas B. Dirks)
- The Tao of Pooh and The Te of Piglet (Benjamin Hoff) (selections)
- The Tao Te Ching (Lao Tzu) (selections) [Link](#)
- Trading Places: The East India Company and Asia, 1600-1834 (Anthony Farrington) (OOP)

### **Art, Music, and Media Art**

#### **Film**

- Akira Kurosawa, dir., Rashomon (1950) [Link](#)
- Zhang Yimou, dir., Curse of the Golden Flower (2006)

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### Media

- Chinese Poems of the Tang and Sung Dynasties: Read by Lo Kung-Yuan in Northern Chinese, Peking Dialect (Folkways Records, 1963)

#### China

- Han Clothing (pre-seventeenth century) [Link](#)
- Ma Lin, wall scroll (1246) [Link](#)
- Moon-shaped flask with birds (1723-1725) [Link](#)

#### Japan

- Ando Hiroshige, One Hundred Views of Edo (1856) [Link](#)
- Arita, Porcelain plate with design of dragon (1690s-1730s) [Link](#)
- Kimono with carp, water lilies, and morning glories (1876) [Link](#)

#### South Asian and Himalayan

- Box with lid (Indian, late sixteenth century) [Link](#)
- Four Mandala Vajravali Thangka (Tibetan, ca. 1430) [Link](#)
- Scenes from the Life of Buddha (Pakistan or Afghanistan, ca. late second to early third century) [Link](#)

### Additional Online Resources

- Poems by Li Bai (Li Po) (PoemHunter.com) [Link](#)
- Being in the Noh: An Introduction to Two Japanese Noh Plays (National Endowment for the Humanities) (RL.9-10.6) [Link](#)
- Lessons of the Indian Epics: The Ramayana (National Endowment for the Humanities) (RL.9-10.3) [Link](#)

### ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

- **Film, Reading Literature, Informative Writing** Analyze Akutagawa's story "In a Bamboo Grove" and Kurosawa's film Rashomon. How do the story and the film portray the characters' psychological states? (Note: Kurosawa's Rashomon is based on Akutagawa's "In a Bamboo Grove," not on his "Rashomon," though a few details from the latter story appear in the film.) Write an informative/explanatory essay using at least three pieces of textual evidence to support an original thesis statement. (RL.10.7, SL.10.1, W.10.2)
- **Reading Literature, Argument Writing** What does Amal teach the other characters in Rabindranath Tagore's The Post Office? (Identify a passage where a character teaches another?) Do these teachings reflect the values of Confucianism or Taoism? Write an argument using at least three pieces of textual evidence to support your position. (RL.10.1, SL.10.1, W.10.2, W.10.9)
- **Reading Poetry, Reading Informational Text, Argument Writing** Does the poem "Spirit, Substance, Shadow" connect to the teachings of Lao Tzu or Confucius? Identify a poem reflecting the teachings of Eastern Philosophy. Identify the philosophy and explain how it is reflected in the poem. What does the poem reveal about this philosophy? Write an argument using at least three pieces of textual evidence from multiple sources to support your position (SL.10.1, W.10.2, W.10.9)

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- **Reading Literature, Reading Informational Text, Informative Writing** Seminar: How is the novel *Midnight's Children* or *Nectar in a Sieve* an allegorical text? What does the allegory reveal about the author's point of view? Use evidence from reference texts *Trading Places: The East India Company and Asia, 1600–1834* and *The Scandal of Empire: India and the Creation of Imperial Britain* to enhance your argument. Write an informative/explanatory essay using at least three pieces of evidence from the novels and the reference texts to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (SL.10.1, W.10.2, W.10.9)
- **Art, Speaking and Listening** Examine a painting or object from each culture. What iconography do you see in each? Do you see cross-cultural connections in the artwork (i.e., which culture seems to have borrowed ideas from others)? How do you know? What imagery might you interpret as specific to one culture (e.g., designs, patterns, lines, or shapes)? Why does this imagery stand out to you? (SL. 10.1, SL. 10.2)

### Formal writing samples

- See prompts below. (W.10.2, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9; RL.10.9)

## WRITING FOCUS: EXPOSITORY WRITING

### Potential Writing Prompts

#### Informational

- Choose one of the authors in the unit and write a well-researched informative/explanatory essay that discusses the ways in which the author's work reflects or questions one of his or her country's cultural traditions (e.g., arranged marriages or the caste system). (RL.10.1 or RI.10.1, RL.10.6 or RI.10.6, W.10.2)
- Identify a common theme in two or more Asian works. Compare and contrast how the works vary in their treatment of the themes. Cite specific examples from the texts as examples. (RL.10.1 or RI.10.1, RL.10.2 or RI.10.2, RI.10.7, W.10.2)

### Additional prompts can support reading standards and/or units

#### Argument

- Identify works of Asian Literature which either honor or rebel against cultural tradition (i.e. behaving appropriately in the social hierarchy, following social norms for collectivism by putting the group before the individual). Construct an argument that supports your original thesis statement and uses textual evidence to support your position. (RL.10.1 or RI.10.1, RL.10.2 or RI.10.2, W.10.1, possible SL standards)
- Present an argument about the benefits and detriments of a globalist society. (W.10.1, possible SL standards)

#### Research

- Research an eastern philosophy. Articulate how this philosophy is present in modern society and the impacts that it has. (RI.10.1, RI.10.2, W.10.2, 10.7, 10.8, 10.9)

#### Narrative

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- Write a narrative in the form of an allegory or illustrating a paradox. Write a secondary paragraph that explains how you have seen device you chose (allegory or paradox) in an Asian literary work. (W.10.3, W.10.2, RL.10.5, L.10.5)
- Write a poem or short play (W.10.3)

### VOCABULARY

Absurd  
 Allegory  
 Confucianism  
 Figurative language  
 Filial piety  
 First-person perspective  
 Foreshadowing

Internal monologue  
 Irony  
 Metaphor  
 Paradox  
 Perfect rhyme  
 Perspective  
 Poetic translation

Simile  
 Stream of consciousness  
 Symbol  
 Taoism  
 Theme  
 Third-person omniscience  
 Tone (Chinese)

### TECH SKILLS

#### I CAN:

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Recognize, explain, and avoid plagiarism.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Find pertinent research by searching appropriate keywords in databases.
- Recognize spurious or false information while analyzing resources and avoid their use in work produced individually or in a group.
- Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available.
- Copy/paste and/or embed digital media into documents, media projects, or presentations.

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## 10<sup>th</sup> GRADE – WORLD LITERATURE

### Semester 2 (Units 3 & 4)

#### Unit 3: World Literature: Russia

##### ENDURING UNDERSTANDING(S):

In order for students to understand how Russian history impacts current events, they will explore topics central to Russian literature (social criticism, duplicity, religion, suffering, love) and how those themes are intrinsic representations of the culture and history of the region.

##### ESSENTIAL QUESTIONS:

- What are the defining themes of Russian literature, such as social criticism, duplicity, and suffering, and how are they exemplified through literary devices such as irony and parody?
- How does Russia play the role of bridge between the “East” and the “West” and what is the impact of such a role?
- How have Russian arts (theatre, music, art, etc.) had an impact on the rest of the world?
- How do formal speeches, such as revolutionary rally cries, utilize rhetoric, demonstrate bias, and impact the literature of the region?

##### STUDENT LEARNER OUTCOMES (standards)

*What will students know and be able to do as a result of this topic/unit?*

##### STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.
- RL.7 - Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Brughel’s *Landscape with the Fall of Icarus*).
- RL.9 - 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 how a later author draws on a play by Shakespeare).
- RI.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.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; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.3 - Analyze how the author unfolds an analysis or series of 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.5 - Analyze in detail how an author’s ideas or claims are developed and refined in particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.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.
- RI.7 - Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

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- RI.8 - Delineate and evaluate the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effects of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9 - Analyze seminal U.S. and world 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.
- W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - b) 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.
  - c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e) Provide a concluding statement or section that follows from and supports the argument presented.
- W.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.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 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a) Apply grades 9–10 Reading standards to literature (e.g., “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 how a later author draws on a play by Shakespeare].”).
  - b) Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).
- SL.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 and noting any discrepancies among data or information.
- SL.3 - Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

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b) Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.

### **I CAN... (student-friendly language)**

- RL.1
  - Properly cite textual evidence using APA format.
  - Support my analysis of a text using specific evidence.
- RL.7
  - Compare the way a key scene or subject is presented in two different media forms.
  - Find similarities and differences between two representations of a key scene or subject.
- RL.9
  - Identify literary allusions made within a text.
  - Examine and explain how literary allusions impact a secondary text.
- RI.1
  - Find and refer to specific, relevant examples from a text (both explicit and inferred) to support an opinion about the text.
- RI.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.3
  - Determine the organization of an author's main points, ideas, or textual events.
  - Examine the effectiveness of a text's argument using my knowledge of an author's organizational strategy.
- RI.5
  - Analyze sentences, paragraphs, or chapters of an author's work to see how the author developed the main idea.
  - Provide textual evidence from sentences, paragraphs, or chapters to prove the development of an idea.
- RI.6
  - Determine an author's point of view or purpose in a piece of literature.
  - Analyze how an author's word choice and rhetoric impact the point of view or purpose of a piece of literature.
- RI.7
  - Closely examine multiple accounts of a subject from different media sources.
  - Identify the similarities and differences between various accounts of a subject.
- RI.8
  - Identify key points or claims made in an argument or text.
  - Connect key points or claims to specific persuasive techniques.
  - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.

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- Identify false statements or reasoning by their supporting evidence.
- RI.9
  - Closely read important U.S. or world historical or literary documents.
  - Identify themes or main concepts in historical or literary documents.
  - Identify or accurately hypothesize the impact of specific historical or literary documents on a specific theme or concept.
- W.1 - Persuasive
  - I can write a clear thesis statement.
  - Use valid and reliable evidence to support my thesis.
  - Explain my thoughts in a logical order to support the evidence to my thesis.
  - Introduce evidence, which supports my thesis into the body paragraphs of my essay.
  - Acknowledge evidence, which goes against my thesis, and explain why my support is stronger.
  - Determine what style and tone are appropriate for the audience of my essay.
  - Provide a strong closing statement or paragraph, which supports my thesis.
- W.7
  - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
  - Adjust my research area of focus as needed for my project.
  - Combine information from multiple sources to support my research and findings.
- W.8
  - Find and use multiple sources of information, both in print and digital formats.
  - Determine which sources are most effective to answer a posed research question.
  - Effectively integrate research in my writing, while citing that research accurately.
- W.9
  - Plan and write an analysis, reflection, or research paper using evidence from literature or informational texts.
- SL.2
  - Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral, etc.) and determine which are the most credible and accurate.
- SL.3
  - Identify a speaker's key points or claims.
  - Connect key points or claims to specific persuasive techniques.
  - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.
  - Identify false statements or reasoning by their supporting evidence.
- L.5
  - Recognize figurative language (e.g. literary devices) in a selection of text.
  - Examine how figurative language impacts a text.
  - Recognize words which have similar meanings.

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- Recognize analogies in a selection of text.
- Determine if an analogy makes an appropriate comparison.

### SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

#### Literary Texts

Note: Texts can be selected and combined in a number of ways. Teachers may substitute a story for another story by the same author, or they may substitute one author for another major author from the same period. The selections should combine well, and there should be a balance of nineteenth- and twentieth-century literature. Roughly four to five weeks should be devoted to nineteenth-century works, and two to four weeks to a pivotal text; roughly four to five weeks should be devoted to a twentieth-century work and historical readings.

#### Plays

- The Inspector-General: A Comedy in Five Acts (Nikolai Gogol) (EA) [Link](#)
- The Seagull (Anton Chekhov) (EA) [Link](#)

#### Novellas

- Notes from the Underground (Fyodor Dostoevsky) (EA) [Link](#)
- One Day in the Life of Ivan Denisovich (Aleksandr Solzhenitsyn)
- The Death of Ivan Ilyich (Leo Tolstoy)

#### Novels

- A Dead Man's Memoir (Mikhail Bulgakov)

#### Poetry

- The Twelve (Aleksandr Blok)
- To Urania (Joseph Brodsky) [Link](#)

#### Short Stories

- Diary of a Madman and Other Stories (Nikolai Gogol) (EA)
- Home (Anton Chekhov) (E) [Link](#)
- Rothschild's Fiddle (Anton Chekhov) (EA) [Link](#)

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- Sleepy (Anton Chekhov) (EA) [Link](#)
- Tales of the Late Ivan Petrovich Belkin (Alexander Pushkin) (selections) [Link](#)
- The Duel (Anton Chekhov) (EA) [Link](#)
- The Head-Gardener’s Story (Anton Chekhov) (EA) [Link](#)
- The Nose (Nikolai Gogol) (E) [Link](#)
- The Overcoat (Nikolai Gogol) (EA) [Link](#)
- The Steppe (Anton Chekhov) (EA) [Link](#)
- The Tale of How Ivan Ivanovich Quarrelled with Ivan Nikiforovich (Nikolai Gogol) (EA) [Link](#)
- Today I Wrote Nothing: The Selected Works of Daniil Kharms (Daniil Kharms) (selections)
- Ward No. 6 (Anton Chekhov) (EA) [Link](#)

### Informational Texts

#### Nonfiction

- A Slap in the Face of Public Taste (Velimir Khlebnikov, Aleksey Kruchenykh and Vladimir Mayakovsky) [Link](#)
- Dostoyevsky’s Metaphor of the ‘Underground (Monroe C. Beardsley)
- Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s (Sheila Fitzpatrick) (Chapters One, Five and Eight) [Link](#)
- Literary St. Petersburg: A Guide to the City and Its Writers (Elaine Blair) (selections)
- My Pushkin (Marina Tsvetaeva)
- Night Wraps the Sky: Writings By and About Mayakovsky (Vladimir Mayakovsky and Michael Almerayda, ed.) (selections)
- Nikolai Gogol (Vladimir Nabokov) (Chapter One)
- Poets With History and Poets Without History (Marina Tsvetaeva)
- Russia and the Soviet Union: An Historical Introduction from the Kievan State to the Present (John M. Thompson) (Chapters Nine through Twelve)
- The Gulag Archipelago: An Experiment in Literary Investigation (Aleksandr Solzhenitsyn) (excerpts) [Link](#)
- The Proud Tower: A Portrait of the World Before the War, 1890-1914 (Barbara Tuchman) (Chapter Two)

### Art, Music, and Media Art

#### Art

- Marc Chagall, I and the Village (1911) [Link](#)
- St. Basil's Cathedral (Moscow, Russia, 1555-1561) [Link](#)
- Wassily Kandinsky, Moscow I (1916) [Link](#)

#### Music

- Dmitri Shostakovich, The Nose (1928)

*Russia*

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- Marc Chagall, I and the Village (1911) [Link](#)
- St. Basil's Cathedral (Moscow, Russia, 1555-1561) [Link](#)
- Wassily Kandinsky, Moscow I (1916) [Link](#)

### Additional Online Resources

- REESWeb: The World Wide Web Virtual Library for Russian and Eastern European Studies (University Center for International Studies, University of Pittsburgh) [Link](#)
- Friends & Partners—Linking U.S.-Russia Across the Internet [Link](#)

### ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

- **Vocabulary, Language Usage:** While reading the texts in this unit, keep a record in a journal or on a shared spreadsheet of words with multiple connotations. List some possible synonyms for the word as you think the author intended it to be understood. (L.9-10.4, L.9-10.5)
- **Art, Speaking and Listening:** Look at two artists who were born in Russia and migrated to Western Europe: Kandinsky and Chagall. What do you see in their artworks? How does the fantastic interact with the figurative? Does this remind you of any of the literary works you are reading in this unit? Are these works abstract in a typical way, or in different ways? (SL.10.1, SL.10.2)
- **Art, Speaking and Listening:** Examine the architecture of St. Basil's Cathedral. What do you see? How does the color, style, and opulence affect your perception of religion in Russia? How might you categorize this type of architecture? Is this distinctly Russian architecture, or do you see a hybridization of eastern and western European elements? (SL.10.1, SL.10.2)
- **Reading Literature, Performance:** Recite a favorite passage from one of the stories in this unit. Include an introduction that states: From where it is excerpted, who wrote it, and its literary significance. Record your recitation using a video camera so you can evaluate your performance for accuracy. (RL.9-10.2, SL.9-10.4, SL.9-10.6)

### Formal writing samples:

- See prompts below (W.10.1, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10; RI.10.8, RI.10.9 or RL.10.9)

### WRITING FOCUS: ARGUMENT

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### Potential Writing Prompts

#### Argument

- Write an argumentative essay in which you analyze the purpose of absurdity in a piece of Russian literature. How does it contribute or detract from the effectiveness of the piece? (RL.10.1 or RI.10.1, RL.10.2 or RI.10.2, RL.10.6 or RI.10.6, W.10.1)
  - How reliable is the narrator in the short story "The Nose"? What does the loss of the nose symbolize? Why does the author use the absurd in his writing? Use at least three in-text citations from the "The Nose" and three pieces of evidence from nonfiction text to support an original thesis statement.
- Argue the position held by a Russian author (which they express in a piece of literature you read) by utilizing evidence from fiction and nonfiction texts. (RL.10.1 or RI.10.1, RI.10.8, W.10.1)
  - Why does Dostoevsky's "Underground Man" reject the idea of the Crystal Palace? Use textual evidence in an argumentative essay in which you persuade your audience of Dostoevsky's position on social issues in Russia at the time. To support your response, use both in-text citations from "Notes From the Underground" and evidence from non-fiction text.
- Look at a piece of modern Russian art (sculpture, architecture, music, paintings, anything but literature) and persuade an audience of how it shows the influence of past social criticism by Russian writers. (W.10.1)

#### Additional prompts can support reading standards and/or units

#### Narrative

- Write a story that employs one or more strategies from Russian literature (antihero, absurdity, fantasy, etc.) to make a statement about society. Create a statement of what you want to convey and make use of symbolism, irony, dialogue, or other strategies to express this. (W.10.3, W.10.2, L.10.5)
- Write a personal narrative where you detail an event which made you question your personal views of the world around you. Use vivid language to describe this crisis and how it was resolved (or not resolved). (W.10.3)

#### Research

- Choose an important event in Russian history (e.g., the Bolshevik Revolution) and write a research essay in which you discuss its impact on a selection from Russian literature. Begin by defining a research question (and refining it as necessary as research is conducted). Determine and execute a strategy for locating primary and secondary sources that will enrich your understanding of the historical event in question. The paper should include the following sections: Summary of the historical event in question (i.e., causes, brief history, significant details, and effects), key ideas (including passages) from the author's work that support the thesis about the impact of the historical event, and a reflective conclusion about the event and its short- and long-term effects on Russian literature. The essay should reflect a synthesis of sources consulted, a balance of paraphrasing and quoting from sources, and proper citation of sources. (RI.10.1, W.10.2, 10.7, 10.8, 10.9)
- Conduct and present research on the life of one of the authors whose work you have read for this course. How did historical events affect the author's point of view? How does the author express his or her point of view through the use of a narrator? Cite at least three pieces of textual evidence to support an original thesis statement. (RI.10.1, RI.10.6, W.10.2, 10.7, 10.8, 10.9)

#### Informational

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- Select a piece of nonfiction text which proposes social change or demonstrates new political ideas and write an informative essay in which you explain the historical context from which it originated, how it was received, and how it impacted Russian society. (RI.10.1, RI.10.2, RI.10.3, RI.10.6, W.10.2)
  - Write an informative/explanatory essay using at least three textual details to support an original thesis in which you discuss "A Slap in the Face of Public Taste" and its connection to the historical context in which it was written. Refer to literary and informational texts to support your response.
- In an informative essay including fiction and nonfiction textual evidence, students should identify multiple ways in which an author commentates on Russian society through devices such as symbolism, parody, and satire. They should also relate this to an overarching theme throughout Russian literature. (RL.10.1, RL.10.2, RI.10.1, RI.10.2, W.10.2, L.10.5)
  - Compose an informative/explanatory essay in which you address: Dostoyevsky laments the fate of the "nineteenth century intellectual ... who has been affected by education and European civilization." Beardsley argues that this man, Dostoyevsky's Underground Man, has a "need for absolute freedom." How does the protagonist of Notes rebel? How does his condemnation of the 108,000 logarithms fit into his rebellion? How does he grapple with his need for freedom?
- Write an informative/explanatory essay in which you trace the emotional and spiritual evolution of a character from a short story or longer work in this unit. Identify key points in the character's journey, especially ones of symbolic significance. (RL.10.1, RL.10.3, W.10.2)
  - Track the emotional and spiritual development of Ivan Ilyich in Tolstoy's "The Death of Ivan Ilyich" or of Dr. Ragin in Chekhov's "Ward No. 6." How and why does the main character change throughout the story? Write an informative/explanatory essay using three to six pieces of textual evidence to support an original thesis statement.

### VOCABULARY

The Absurd  
Allusion  
Antihero  
Bolshevik Revolution  
Carnavalesque  
Communism

Digression  
Fantasy  
Fate  
Grotesque  
Gulag  
Irony

Narrator Reliability  
Paranormal  
Persona  
Repetition  
Stalinism  
Verse (syllabic, accentual, syllabic-accentual)

### TECH SKILLS

I CAN...

- Locate and interpret pertinent research in non-text formats such as video, photos, infographics, maps, charts, graphs, and audio recordings/podcasts.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.

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- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Work in groups to establish a purpose, audience, and message in order to find a solution to a problem.
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Use screencasts and/or movie editing software to create a permanent presentation.
- Create slideshows (including digital media such as photos, graphs, maps, charts, infographics, and/or videos) to present my work to an audience.

### Unit 4: World Literature: Africa and the Middle East

#### ENDURING UNDERSTAND(S):

Students explore themes central to African and Middle Eastern literature (kinship, oppression, colonialism, conflict, religion) and how those themes are intrinsic representations of the culture and historical events of the region and how this impacts current events.

#### ESSENTIAL QUESTIONS:

- What are the defining characteristics of literature from the African and Middle Eastern region?
- What cultural aspects from this region are similar to the Native Alaskan cultures, specifically in colonialism, kinship and traditional religion?
- Why are the oral literature traditions pervasive in this region and what are the important elements of oration?
- How is poetry an expression of unique and varied culture in this region, specifically conflict and oppression?

#### STUDENT LEARNER OUTCOMES (standards)

*What will students know and be able to do as a result of this topic/unit?*

#### STUDENTS WILL... (state standards)

- RL.7 - Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Brughel's *Landscape with the Fall of Icarus*).
- RL.9 - 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 how a later author draws on a play by Shakespeare).
- RI.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.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; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.3 - Analyze how the author unfolds an analysis or series of 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.

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- RI.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.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.
- RI.7 - Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9 - Analyze seminal U.S. and world 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.
- W.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.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 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a) Apply grades 9–10 Reading standards to literature (e.g., “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 how a later author draws on a play by Shakespeare].”).
  - b) Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).
- SL.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 and noting any discrepancies among data or information.
- SL.3 - Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.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.

### **I CAN ... (student-friendly language)**

- RL.7
  - Compare the way a key scene or subject is presented in two different media forms.
  - Find similarities and differences between two representations of a key scene or subject.
- RL.9
  - Identify literary allusions made within a text.
  - Examine and explain how literary allusions impact a secondary text.
- RI.1
  - Find and refer to specific, relevant examples from a text (both explicit and inferred) to support an opinion about the text.

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- RI.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.3
  - Determine the organization of an author’s main points, ideas, or textual events.
  - Examine the effectiveness of a text’s argument using my knowledge of an author’s organizational strategy.
- RI.5
  - Analyze sentences, paragraphs, or chapters of an author’s work to see how the author developed the main idea.
  - Provide textual evidence from sentences, paragraphs, or chapters to prove the development of an idea.
- RI.6
  - Determine an author’s point of view or purpose in a piece of literature.
  - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a piece of literature.
- RI.7
  - Closely examine multiple accounts of a subject from different media sources.
  - Identify the similarities and differences between various accounts of a subject.
- RI.9
  - Closely read important U.S. or world historical or literary documents.
  - Identify themes or main concepts in historical or literary documents.
  - Identify or accurately hypothesize the impact of specific historical or literary documents on a specific theme or concept.
- W.7
  - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
  - Adjust my research area of focus as needed for my project.
  - Combine information from multiple sources to support my research and findings.
- W.8
  - Find and use multiple sources of information, both in print and digital formats.
  - Determine which sources are most effective to answer a posed research question.
  - Effectively integrate research in my writing, while citing that research accurately.
- W.9
  - Plan and write an analysis, reflection, or research paper using evidence from literature or informational texts.
- SL.2
  - Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral, etc.) and determine which are the most credible and accurate.
- SL.3
  - Identify a speaker’s key points or claims.

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- Connect key points or claims to specific persuasive techniques.
- Use specific, relevant supporting evidence to determine if an argument’s key point or claim is well supported.
- Identify false statements or reasoning by their supporting evidence.
- SL.5
  - Clarify information given in presentations by using digital media as support.

### SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

#### Literary Texts

Note: Texts can be combined in a number of ways. Students, for example, could read one novel or two short novels, a play, a selection of poems by various authors, and a nonfiction essay. Teachers might choose to include ancient and medieval works, or they may focus on modern works. Where possible, teachers should play audio recordings of the poetry read in the original language, so that the students may become familiar with its sounds.

#### Novels

##### *Egypt*

- The Thief and the Dogs (Naguib Mahfouz) (L930) [\(Excerpt\)](#)

##### *Kenya*

- The River Between (Ngũgĩ wa Thiong’o)

##### *Lebanon*

- Beirut Blues (Hanan al-Shaykh)

##### *Nigeria*

- The Joys of Motherhood (Buchi Emecheta)
- Things Fall Apart (Chinua Achebe) (E) (L890)

##### *Senegal*

- So Long a Letter (Mariama Ba)

##### *South Africa*

- Cry, the Beloved Country (Alan Paton) (L860)
- Waiting for the Barbarians or Life and Times of Michael K (J. M. Coetzee)

##### *Turkey*

- My Name is Red (Orhan Pamuk)

##### *United Kingdom*

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- Martha Quest (Doris Lessing)

### Plays

#### Nigeria

- Death and the King's Horseman: A Play (Wole Soyinka) (E) [Link](#)
- King Baabu (Wole Soyinka) (EA)

#### South Africa

- Master Harold... and the Boys (Athol Fugard) (E) [Link](#)
- Woza Albert! (Percy Mtwa, Mbongeni Ngema, and Barney Simon) [Link](#)

### Poetry

#### General

- Poems of Black Africa (Wole Soyinka, ed.) (selections)
- The Epic of Gilgamesh (ancient poem from Mesopotamia) [Link](#)

#### Iran

- The Conference of the Birds: A Sufi Allegory (Farid ud-Din Attar) [Link](#)
- The Illuminated Rumi (Jalal Al-Din Rumi, Michael Green, and Coleman Barks, trans.) (selections)

#### Israel

- Open Closed Open: Poems (Yehuda Amichai) (selections) [Link](#)

#### Palestine

- The Butterfly's Burden (Mahmoud Darwish)

### Collections

(\*NOTE: These sites are updated continually and the content is not guaranteed to be appropriate. Self-selection for appropriateness is required.)

- Iranian Poetry Collection [Link](#)
- Contemporary Arab Poetry [Link](#)
- Online African Poetry Collection [Link](#)

### Short Stories

#### Iraq

- One Thousand and One Nights or Arabian Nights [Link](#)

#### Botswana

- The Collector of Treasures and Other Botswana Village Tales (Bessie Head) [Link](#)

#### Egypt

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- The Answer is No (Naguib Mahfouz) [Link](#)

### *Israel*

- The World Is a Room and Other Stories (Yehuda Amichai)

### *Mozambique*

- We Killed Mangy-Dog and Other Mozambique Stories (Luis Bernardo Honwana)

### *South Africa*

- Tales from a Troubled Land (Alan Paton)

## **Informational Texts**

### **Autobiographies**

#### *South Africa*

- Long Walk to Freedom: The Autobiography of Nelson Mandela (Nelson Mandela) [Link](#)

#### *Kenya*

- Out of Africa (Isak Dinesen)

### **Nonfiction**

#### *Iran*

- Ethics of the Aristocrats and Other Satirical Works (Nezam al-Din Obeyd-e Zakani) [Link](#)

#### *South Africa*

- Living in Hope and History: Notes From Our Century (Nadine Gordimer)

### **Speeches**

#### *South Africa*

- Nobel Prize Acceptance Speech (1993) (Nelson Mandela) [Link](#)
- Speech to Parliament of South Africa (Julius K Nyerere) [Link](#)
- Speech on Stability and Change in Africa (Julius K Nyerere) [Link](#)

### **Art, Music, and Media Art**

#### *Africa*

- Burkina Faso, hawk mask (no date) [Link](#)
- Congo, power figure (nineteenth – twentieth centuries) [Link](#)
- Gabon, mask for the Okuyi Society (late nineteenth century) [Link](#)
- Ivory Coast, leopard stool (twentieth century) [Link](#)
- Mali, standing female figure (late nineteenth or early twentieth century) [Link](#)

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- Nigeria, House of the Head Shrine: Equestrian, Yoruba (nineteenth to twentieth century) [Link](#)
- Yinka Shonibare MBE, Air (2010) [Link](#)
- Yinka Shonibare MBE, Earth (2010) [Link](#)
- Yinka Shonibare MBE, Fire (2010) [Link](#)
- Yinka Shonibare MBE, Water (2010) [Link](#)

### *Middle East*

- Iran, antique Kurdish rug (no date) [Link](#)
- Shirin Neshat, Soliloquy Series (Figure in Front of Steps) (1999)
- Shirin Neshat, Untitled, (1996) [Link](#)
- Syria, Qur'an manuscript (late ninth – early tenth century) [Link](#)
- Turkey, dish (second half of sixteenth century) [Link](#)

### **Additional Online Resources**

- Women in Africa: Tradition and Change (National Endowment for the Humanities) (RL.9-10.1, RL.9-10.6, RL.9-10.10) [Link](#)
- Chinua Achebe's Things Fall Apart: Teaching Through the Novel (National Endowment for the Humanities) (RL.9- 10.1, RL.9-10.6, RL.9-10.10) (This lesson can be used alone or in conjunction with the related lesson Chinua Achebe's Things Fall Apart: Oral and Literary Strategies.) [Link](#)

### **ASSESSMENTS**

*What evidence will demonstrate student achievement of their learning?*

- **Art, Speaking and Listening:** View the works of art created in the Middle East. Specifically examine the page from the Qur'an and contemporary Iranian American artist Shirin Neshat's untitled work. How does script play a role in each of these images? What effect does the script have, even though you might not be able to understand the textual references? How does the role of the script change in Neshat's photograph? Examine Neshat's photographs side by side. What do you see? How does she depict the female character? What about Middle Eastern traditions? How do these aspects of her work interact? (SL.10.1, SL.10.2)
- **Art, Speaking and Listening:** Study the selected traditional African artworks. Compare the two standing figures from Mali and Congo. What do you see? What features are present in both figures? After examining these figures, what characteristics might you think are distinct to the region in which they were created? Now, examine the four works created by contemporary artist Yinka Shonibare. Shonibare was born in Nigeria, heavily affected by colonialism, and moved to study art in the West. Can you see Western influences in his work? Is Shonibare trying to reconcile any conflicts in these figures? Do you see the effects of colonialism (or postcolonialism) in his artwork? If so, what are the evident effects? (RI.10.7, W.10.2, SL.10.1, SL.10.2)
- **Reading Poetry, Performance:** Choose a poem that you have read in this unit and recite it from memory. Include an introduction that discusses:
  - Who wrote the poem and when it was written (i.e., historical context)
  - How the form of the poem and its meaning are related

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- How this poem expresses the unique and varied culture in its region (RL.10.2, RL.10.6, SL.10.4, SL.10.6)
- **Reading Literature, Performance:** Working with a partner, choose a work in this unit with a character who faces a difficult choice. Write and perform two monologues, each one defending a particular decision the character could make in regard to the choice. Record your recitation using a video camera so you can evaluate your performance. (RL.10.3 or RI.10.3, W.10.3, SL.10.6)
- **Reading Literature, Narrative Writing, Performance:** Write a narrative monologue from the point of view of one of the secondary characters in *Things Fall Apart* or *The Lion and the Jewel*. Perform the monologue for the class. Your teacher may give you the option of adding a multimedia component, either creating a digital presentation of illustrations or a movie where your narrative becomes the audio portion. (W.10.3, SL.10.6, SL.10.5)
- **Language Mechanics:** Read a classmate’s draft essay for one of the activities listed above. Note the places where semicolons are—or could be—used to connect two closely related independent clauses. Discuss why doing so might improve the quality of the writing. (L.10.1b)

### Seminars

- **Speaking and Listening Seminar:** Reflect on essential unit questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? This collaboration can be done in a journal or on a shared online document. (RL.10.1, RL.10.2, RI.10.1, RI.10.2, SL.10.1, W.10.4, W.10.5, W.10.6)

### Formal writing samples

- Research writing sample (see prompts below). (RL.10.9 and/or RI.10.9, W.10.2, W.10.4, W.10.5, W.10.6, W.10.7, W.10.8, W.10.9, W.10.10).

## WRITING FOCUS: RESEARCH WRITING

### Research

- Choose one of the authors in the unit and write a well-researched informative/explanatory essay that discusses the ways in which the author explores a changing social structure in a Middle Eastern or African society (e.g., apartheid). Begin by defining a research question (and refining it as necessary as research is conducted). Determine and execute a strategy for locating primary and secondary sources that will enrich the reader’s understanding of the changing social structure in question. The paper should include the following sections:
  - Biographical information about the author
  - The author’s position and contribution in his/her country of origin
  - Summary of the changing social structure in question (i.e., origin, brief history, and significant details)
  - Key ideas (including passages) from the author’s work that support the thesis about the changing social structure
  - Reflective conclusion about the author and his/her contribution to twentieth-century literature

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The essay should reflect a synthesis of sources consulted, a balance of paraphrasing and quoting from sources, and proper citation of sources. (RI.10.1, RI.10.6, RI.10.8, W.10.2, 10.7, 10.8, 10.9)

### Additional prompts can support reading standards and/or units

#### Informational

- Choose a work that utilizes satire and write an essay where you explain how this strategy exemplifies the author's political views. (RI.10.1, RI.10.3, RI.10.5, RI.10.8, W.10.2)
  - What is satire? What is being satirized in *Ethics of the Aristocrats* or *King Baabu*? What is the author's political point of view as revealed by this satire? Write an essay that uses at least three pieces of textual evidence to support an original thesis statement.
- What is chi in its cultural context? Compare the use of chi (personal spirit) in two works. (RI.10.1, RI.10.2, W.10.2)
  - Compare the use of chi in *Things Fall Apart* and *The Joys of Motherhood*. Use two pieces of evidence from each text to support an original thesis statement that compares the two texts in an informative/explanatory essay.
- Writers are meant to "describe a situation so truthfully that the reader can no longer evade it." Choose an essay by someone (such as Nadine Gordimer) and explain what "truth" they develop in their essay. How do they develop that truth? Use at least three pieces of specific textual evidence from the essay to support an original thesis statement in an essay. (RI.10.1, RI.10.3, RI.10.5, RI.10.8, W.10.2)

#### Narrative

- Complete an iSearch paper on something about African or Middle Eastern culture that interests you. (W.10.3)
- Choose one of the short stories in this unit and write your own narrative that mirrors the structural choices of the model text. (W.10.3)
- Write a narrative from the perspective of a character in one of the works of this unit. The narrative should reveal an understanding of the character. (RL.10.3, W.10.3)

#### Argument

- Do you agree or disagree with this statement? "Moral choices are essentially choices between two sets of values: one belonging to one culture or era, one to another." Use textual evidence to support your position. Write an organized argument using at least three pieces of textual evidence to support your position. (RI.10.1 or RI.10.1, W.10.1)
- Is there a common concern of postcolonial literature, as reflected in the works of this unit? Is there one statement they all seem to be making about colonialism? If so, what is that statement? Write an argument using at least three pieces of textual evidence to support your position. (RL.10.2, RL.10.6, W.10.1)
- Do you agree or disagree with this statement? "It is possible to understand this piece of literature outside of its historical context." (Teachers choose the work.) In an organized argument, use textual evidence from the work as well as from historical or reference works to support your position. (RL.10.2, RL.10.6, W.10.1)
- Consider the negative or positive impact of social and economic structures (such as apartheid and colonialism) on a specific culture. Use textual evidence from a work in this unit to support an original thesis. (RL.10.2, RL.10.6, RL.10.7, W.10.1)
  - This writing assignment follows the reading of *Cry, the Beloved Country* by Alan Paton and *Long Walk to Freedom: The Autobiography of Nelson Mandela* by Nelson Mandela. Both of these texts depict the experiences of blacks in South Africa during apartheid. Using these

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texts as examples, compose an argument in which you take the position that fiction is more powerful than nonfiction, or vice versa. Cite at least three pieces of evidence from each text.

### VOCABULARY

Antagonist  
Colonialism  
Denouement  
Extended Metaphor  
Foreshadowing

Irony  
Mysticism  
Paradox  
Persona

Point of View  
Post Colonialism  
Rhetoric  
Satire

### TECH SKILLS

#### I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Recognize, explain, and avoid plagiarism.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Find pertinent research by searching appropriate keywords in databases.
- Recognize spurious or false information while analyzing resources and avoid their use in work produced individually or in a group.
- Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.