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| Grade: 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Subject: World Literature 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                 |                                                                                                  |                                                                                                                                                                                                                       |
| Teachers: Nimon                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                 |                                                                                                  |                                                                                                                                                                                                                       |
| Unit #4 Title: Greek Literature and Psychoanalysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                 |                                                                                                  |                                                                                                                                                                                                                       |
| Time Frame (calendar and # of weeks):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                 |                                                                                                  |                                                                                                                                                                                                                       |
| Standard(s):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                 |                                                                                                  |                                                                                                                                                                                                                       |
| RL 1,2,3,4    L 1,2,3,4,5,6    W 1,2,5,6,8,9    SL 1,2,3,4,5,6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                 |                                                                                                  |                                                                                                                                                                                                                       |
| Big Idea(s): Id, Ego, and Superego; Freud; Iceberg Theory; Oedipus Complex; Tragic Hero; Predestination; Irony                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                 |                                                                                                  |                                                                                                                                                                                                                       |
| Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Enduring Understandings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                 |                                                                                                  |                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"><li>• Who was Oedipus?</li><li>• What is a tragedy?</li><li>• What is a tragic hero?</li><li>• What is the difference between free will and predestination?</li><li>• What is irony and how does it present itself in <i>Oedipus Rex</i>?</li><li>• Who was Freud?</li><li>• What are the id, ego, and superego? How do they relate to literature?</li><li>• What is the Iceberg Theory?</li><li>• How can theory be applied to literature to help interpretation?</li><li>• Who were the Greek gods and what purpose did Greek gods serve through myths?</li><li>• How do characters represent parts of the Self?</li></ul> |  | <ul style="list-style-type: none"><li>➤ Freud's psychological studies produced the revolutionary concepts of the Id, Ego, and Superego and the repressed unconscious. These ideas can be applied to literature to uncover layers of meaning.</li><li>➤ Characters' struggles reflect the impulses and the conflicts people wrestle with every day and can serve as projections of the self.</li><li>➤ Different theories or criticisms (Freudian and Jungian/Campbell) can be used to examine the same text, thereby producing new levels and types of understanding.</li><li>➤ Irony is used in literature to create tension, suspense, or humor</li></ul> |  |                                                                 |                                                                                                  |                                                                                                                                                                                                                       |
| Areas of Focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Suggested Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                 |                                                                                                  |                                                                                                                                                                                                                       |
| <p>Prioritized CPIs</p> <ul style="list-style-type: none"><li>• <u>CCSS.ELA-LITERACY.RL.11-12.1</u></li></ul> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including</p>                                                                                                                                                                                                                                                                                                                                                                                       |  | <ul style="list-style-type: none"><li>➤ <b><i>Oedipus Rex</i> and the Tragic Hero</b></li></ul> <table><tr><td><b>Tier 1 → Activities/Strategies (Knowledge/Comprehension)</b></td></tr><tr><td>Students will define the following terms: Irony, Tragedy, Tragic Hero Free Will, Predestination.</td></tr><tr><td>Students will watch Crash Course's video on Oedipus Rex and take notes on the history of Greek theater. They will also read and/or perform Sophocles' play <i>Oedipus Rex</i> (abridged or unabridged). Students will</td></tr></table>                                                                                                   |  | <b>Tier 1 → Activities/Strategies (Knowledge/Comprehension)</b> | Students will define the following terms: Irony, Tragedy, Tragic Hero Free Will, Predestination. | Students will watch Crash Course's video on Oedipus Rex and take notes on the history of Greek theater. They will also read and/or perform Sophocles' play <i>Oedipus Rex</i> (abridged or unabridged). Students will |
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| <p>determining where the text leaves matters uncertain.</p> <ul style="list-style-type: none"><li>• <a href="#">CCSS.ELA-LITERACY.RL.11-12.2</a><br/>Determine two or more themes or central ideas of a text and analyze their development over the course of the text.</li><li>• <a href="#">CCSS.ELA-LITERACY.RL.11-12.3</a><br/>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</li><li>• <a href="#">CCSS.ELA-LITERACY.RL.11-12.4</a><br/>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</li><li>• <a href="#">CCSS.ELA-LITERACY.RL.11-12.5</a><br/>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</li><li>• <a href="#">CCSS.ELA-LITERACY.W.11-12.1</a><br/>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li><li>• <a href="#">CCSS.ELA-LITERACY.W.11-12.2</a><br/>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.</li><li>• <a href="#">CCSS.ELA-</a></li></ul> | <p>discuss themes of irony and free will. They can also draw on their knowledge of heroes (from Units 2 and 3) and discuss Oedipus as a tragic hero.</p> <table><tr><th>Tier 2 → Activities/Strategies (Application/Analysis)</th></tr><tr><td>Students will practice persuasion skills and debate Oedipus' autonomy. The class will split into two groups and answer the question "Did Oedipus exercise free will or was he fated for tragedy?" 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| <p><u>LITERACY.SL.11-12.1</u><br/>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>• <u>CCSS.ELA-LITERACY.SL.11-12.3</u><br/>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Tier 3 → Activities/Strategies (Synthesis/Evaluation)</b></p> <p>Groups will participate in a performance of their modern interpretations in front of the class. Students can peer-assess through a written rubric as well as provide immediate feedback with a gladiator-style thumbs up, thumbs down, or thumbs sideways response.</p> <hr/> <p><b>Performance Tasks/Assessments</b></p> <p>Tests and Quizzes</p> <ul style="list-style-type: none"> <li>- Vocabulary Test</li> <li>- Reading Comprehension Quizzes</li> </ul> <p>Writing Assignments</p> <ul style="list-style-type: none"> <li>- Reading Journals</li> <li>- Debate Preparation and Rough Drafts</li> <li>- Story Annotation</li> <li>- Summary of Freud's Theories</li> </ul> <p>Projects</p> <ul style="list-style-type: none"> <li>- <i>Oedipus</i> Debate</li> <li>- Greek Myth Rewrite and Theater</li> </ul> |
| <p><b>Resources:</b></p> <p><b>Text:</b><br/>         "Id, Ego, and Superego," <i>Sigmund Freud: In Plain and Simple English</i> <a href="http://www.bookcaps.com">www.bookcaps.com</a><br/>         "Theory of the Unconscious," <i>Sigmund Freud: In Plain and Simple English</i> <a href="http://www.bookcaps.com">www.bookcaps.com</a><br/>         "The Ego and the Id," Sigmund Freud</p> <p><b>Primary Source Materials:</b><br/> <i>Oedipus Rex</i>, Sophocles (Abridged and/or Unabridged)<br/>         "The Myth of Pygmalion," <i>The Metamorphoses</i>. Ovid<br/>         "The Myth of Tereus and Philomela," <i>The Metamorphoses</i>. Ovid<br/>         "The Myth of Narcissus and Echo," <i>The Metamorphoses</i>. Ovid</p> <p><b>Video(s):</b><br/>         Internet Resources:<br/>         "Psychology Final – Id, Ego, and Superego" - <a href="https://www.youtube.com/watch?v=dTNVlh4mjLQ">https://www.youtube.com/watch?v=dTNVlh4mjLQ</a><br/>         "Id, Ego, and Superego" - <a href="https://www.youtube.com/watch?v=Mkin1FhojCo">https://www.youtube.com/watch?v=Mkin1FhojCo</a><br/>         "Oedipus the King" – Thug Notes <a href="https://www.youtube.com/watch?v=dMD18ZF0MLo">https://www.youtube.com/watch?v=dMD18ZF0MLo</a><br/>         "Fate, Family, and Oedipus Rex: Crash Course Literature 202" - <a href="https://www.youtube.com/watch?v=dMD18ZF0MLo">https://www.youtube.com/watch?v=dMD18ZF0MLo</a></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |