

Grade: 11		Subject: World Literature 1					
Teachers: Nimon							
Unit #5 Title: Asian Literature and New Historicism							
Time Frame (calendar and # of weeks):							
Standard(s):							
RL 1,2,4,5,6 L 1,2,3,4,5,6 W 1,2,5,6,7,8,9 SL 1,2,3,4,5,6							
Big Idea(s):							
Power/Truth, Historical Criticism, Responsibility of a Ruler, Chinese culture, Research Writing							
Essential Questions		Enduring Understandings					
• What is New Historicism? • What influence does an author's or society's history have on a text? • Is it important to ground a text in facts? • What is Foucault and New Historicism's perspective on history/histories? • What is the relationship between power and "truth"? • Who was Confucius? • What are The Analects? • What is Confucianism's stance regarding governance? How should a ruler behave and interact with his people?		➤ History is not a direct timeline of static and separate events but rather a web of interconnected exertions of power that influence people, governments, art, philosophy, etc. ➤ By looking at the historical background of a text and its author, readers can better understand both the influences that brought the text about and the impact the text made. ➤ Asian literature, particularly Confucius' <i>Analects</i>, have shaped the way governments view governance and the moral responsibility of a leader. ➤ Texts have the power to incite people and cause social unrest and sometimes, this power poses such a threat to established governments that texts are banned, burned, or devalued					
Areas of Focus		Suggested Instructional Strategies					
Prioritized CPIs • <u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • <u>CCSS.ELA-LITERACY.RL.11-12.2</u> Determine two or more themes or central ideas of a text and analyze their development over		➤ Foucault and New Historicism <table><tr><td>Tier 1 → Activities/Strategies (Knowledge/Comprehension)</td></tr><tr><td> Students will define the following terms: subjective, objective, textuality, power relations. Students will read Smarr's introduction to New Historicism and the excerpt from the Bedford Glossary. They will discuss why knowledge of a person or society's history is important to understanding a text. Students will annotate these readings and take notes on a Historicism powerpoint. </td></tr><tr><td>Tier 2 → Activities/Strategies (Application/Analysis)</td></tr><tr><td> Students will write down 5-10 words they would use to describe society/the world and they will write down 3-5 major cultural events that influenced or impacted them (ex. 9/11, Invention of Twitter, Obama's </td></tr></table>		Tier 1 → Activities/Strategies (Knowledge/Comprehension)	Students will define the following terms: subjective, objective, textuality, power relations. Students will read Smarr's introduction to New Historicism and the excerpt from the Bedford Glossary. They will discuss why knowledge of a person or society's history is important to understanding a text. Students will annotate these readings and take notes on a Historicism powerpoint.	Tier 2 → Activities/Strategies (Application/Analysis)	Students will write down 5-10 words they would use to describe society/the world and they will write down 3-5 major cultural events that influenced or impacted them (ex. 9/11, Invention of Twitter, Obama's
Tier 1 → Activities/Strategies (Knowledge/Comprehension)							
Students will define the following terms: subjective, objective, textuality, power relations. Students will read Smarr's introduction to New Historicism and the excerpt from the Bedford Glossary. They will discuss why knowledge of a person or society's history is important to understanding a text. Students will annotate these readings and take notes on a Historicism powerpoint.							
Tier 2 → Activities/Strategies (Application/Analysis)							
Students will write down 5-10 words they would use to describe society/the world and they will write down 3-5 major cultural events that influenced or impacted them (ex. 9/11, Invention of Twitter, Obama's							

the course of the text. • <u>CCSS.ELA-LITERACY.RL.11-12.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. • <u>CCSS.ELA-LITERACY.RI.11-12.6</u> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. • <u>CCSS.ELA-LITERACY.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • <u>CCSS.ELA-LITERACY.W.11-12.2</u> 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. • <u>CCSS.ELA-LITERACY.SL.11-12.1</u> 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. • <u>CCSS.ELA-LITERACY.SL.11-12.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric,	election). Students will then ask 3-5 adults for descriptor words and influential cultural/world events from their lives. <tr> <td colspan="2" data-bbox="576 296 1388 331">Tier 3 → Activities/Strategies (Synthesis/Evaluation)</td></tr> <tr> <td colspan="2" data-bbox="576 367 1388 535"> Students will create small posters documenting their own perspectives and the data they gathered through their interviews. They will present their findings to the class along with personal analysis. The class will then discuss the differences between their generation's (or race's or social status') perspective and those of the adults they interviewed. Students will also write short responses discussing the way this exercise showed the connection between a person's personal history and his/her outlook or thoughts. </td></tr> <tr> <td colspan="2" data-bbox="576 703 1388 739">➤ Confucius and the Qin Dynasty</td></tr> <tr> <td colspan="2" data-bbox="576 739 1388 774">Tier 1 → Activities/Strategies (Knowledge/Comprehension)</td></tr> <tr> <td colspan="2" data-bbox="576 810 1388 978"> Students will read excerpts from "Chapter 7: Michel Foucault" and annotate the shortened pieces. They will discuss how Foucault's theory of power-driven "truth" can complicate what we consider linear or "true" history and why it is important to imagine history from various perspectives. Students will define the following terms: Confucianism, Legalism, dynasty Students will watch background videos on Confucius and Confucianism before reading excerpts from the <i>Analects</i>. Students will discuss what Confucius' main beliefs, especially concerning governance and the role of a king, were and how that might have affected his society. </td></tr> <tr> <td colspan="2" data-bbox="576 1245 1388 1281">Tier 2 → Activities/Strategies (Application/Analysis)</td></tr> <tr> <td colspan="2" data-bbox="576 1281 1388 1549"> Students will pull character descriptions out of a hat (greedy overlord, second son, quiet farmer, timid ruler etc) and will turn their attention back to <i>The Analects</i>. They will then, from the perspective of their character, write a letter expressing their views on the text. They will "send" the letter to another student. Students should adopt the speaker's voice and hypothesize whether he/she would respond positively or negatively to Confucius' writing. They should cite or reference specific passages of the text to support their reading. Alternate assignment: Students can use the webquest link provided below to research the Qin dynasty. Using the information they discover, students will write a research paper on the Qin dynasty and its relationship to Confucius' teachings. Students should hypothesize why the Qin dynasty outlawed Confucianism and destroyed versions of <i>The Analects</i>. </td></tr> <tr> <td colspan="2" data-bbox="576 1822 1388 1858">Tier 3 → Activities/Strategies (Synthesis/Evaluation)</td></tr> <tr> <td colspan="2" data-bbox="576 1858 1388 1894"> Each student will receive a classmate's letter. They will read their peer's </td></tr>	Tier 3 → Activities/Strategies (Synthesis/Evaluation)		Students will create small posters documenting their own perspectives and the data they gathered through their interviews. They will present their findings to the class along with personal analysis. The class will then discuss the differences between their generation's (or race's or social status') perspective and those of the adults they interviewed. Students will also write short responses discussing the way this exercise showed the connection between a person's personal history and his/her outlook or thoughts.		➤ Confucius and the Qin Dynasty		Tier 1 → Activities/Strategies (Knowledge/Comprehension)		Students will read excerpts from "Chapter 7: Michel Foucault" and annotate the shortened pieces. They will discuss how Foucault's theory of power-driven "truth" can complicate what we consider linear or "true" history and why it is important to imagine history from various perspectives. Students will define the following terms: Confucianism, Legalism, dynasty Students will watch background videos on Confucius and Confucianism before reading excerpts from the <i>Analects</i>. Students will discuss what Confucius' main beliefs, especially concerning governance and the role of a king, were and how that might have affected his society.		Tier 2 → Activities/Strategies (Application/Analysis)		Students will pull character descriptions out of a hat (greedy overlord, second son, quiet farmer, timid ruler etc) and will turn their attention back to <i>The Analects</i>. They will then, from the perspective of their character, write a letter expressing their views on the text. They will "send" the letter to another student. Students should adopt the speaker's voice and hypothesize whether he/she would respond positively or negatively to Confucius' writing. They should cite or reference specific passages of the text to support their reading. Alternate assignment: Students can use the webquest link provided below to research the Qin dynasty. Using the information they discover, students will write a research paper on the Qin dynasty and its relationship to Confucius' teachings. Students should hypothesize why the Qin dynasty outlawed Confucianism and destroyed versions of <i>The Analects</i>.		Tier 3 → Activities/Strategies (Synthesis/Evaluation)		Each student will receive a classmate's letter. They will read their peer's	
Tier 3 → Activities/Strategies (Synthesis/Evaluation)																			
Students will create small posters documenting their own perspectives and the data they gathered through their interviews. They will present their findings to the class along with personal analysis. The class will then discuss the differences between their generation's (or race's or social status') perspective and those of the adults they interviewed. Students will also write short responses discussing the way this exercise showed the connection between a person's personal history and his/her outlook or thoughts.																			
➤ Confucius and the Qin Dynasty																			
Tier 1 → Activities/Strategies (Knowledge/Comprehension)																			
Students will read excerpts from "Chapter 7: Michel Foucault" and annotate the shortened pieces. They will discuss how Foucault's theory of power-driven "truth" can complicate what we consider linear or "true" history and why it is important to imagine history from various perspectives. Students will define the following terms: Confucianism, Legalism, dynasty Students will watch background videos on Confucius and Confucianism before reading excerpts from the <i>Analects</i>. Students will discuss what Confucius' main beliefs, especially concerning governance and the role of a king, were and how that might have affected his society.																			
Tier 2 → Activities/Strategies (Application/Analysis)																			
Students will pull character descriptions out of a hat (greedy overlord, second son, quiet farmer, timid ruler etc) and will turn their attention back to <i>The Analects</i>. They will then, from the perspective of their character, write a letter expressing their views on the text. They will "send" the letter to another student. Students should adopt the speaker's voice and hypothesize whether he/she would respond positively or negatively to Confucius' writing. They should cite or reference specific passages of the text to support their reading. Alternate assignment: Students can use the webquest link provided below to research the Qin dynasty. Using the information they discover, students will write a research paper on the Qin dynasty and its relationship to Confucius' teachings. Students should hypothesize why the Qin dynasty outlawed Confucianism and destroyed versions of <i>The Analects</i>.																			
Tier 3 → Activities/Strategies (Synthesis/Evaluation)																			
Each student will receive a classmate's letter. They will read their peer's																			

assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. • <u>CCSS.ELA-LITERACY.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	writing and write a letter in response. Depending on their characters, students will be in agreement about the text or will debate it's prescriptions for society. Both students should reference specific and relevant parts of the text. The two letters will be submitted to the teacher for grading.
Resources: Texts: “Introduction,” Janet Levarie Smarr. <i>Historical Criticism and the Challenge of Theory</i> “Definition of the New Historicism,” Ross Murfin and Supryia M. Ray. <i>The Bedford Glossary of Critical and Literary Terms</i> “Chapter 7: Michel Foucault: How Power Affects our View of Truth.” Primary Source Materials: Confucius, <i>The Analects</i> Video(s): Videos of novels: https://www.youtube.com/watch?v=Ximgppmkfc4 https://www.youtube.com/watch?v=IDHRHBxONlo Internet Resources: http://www.history-of-china.com/qin-dynasty/index.html http://www.sjsu.edu/faculty/watkins/warringstates.htm https://sites.google.com/site/humanitiesancientchinawebquest/introduction/directions/task-one/chin-or-qin-dynasty	
Performance Tasks/Assessments Tests and Quizzes - Vocabulary Test - Reading Comprehension Quizzes Writing Assignments - Reading Responses to Foucault's theory - Powerpoint note-taking - Journal Entries on personal/cultural events Projects - Historical Perspective Posters - Confucius Response Letters	