

English 10: World Literature

K	U	D	Resources
<p>Unit 1: Archetypes- (Understanding the Universality of World Literature)</p> <ul style="list-style-type: none"> • How does understanding archetypes help me to better interpret literature? • What is an archetype? • What are the different kinds? • Meanings? • How do they connect to theme? How do I find and analyze archetypes in literature? • How do I support my interpretation of theme using archetypes as evidence? 	<ul style="list-style-type: none"> • archetypes are symbols, characters, images, or story patterns common to human experience across culture and time and evoke a strong response and carry with them an inherent meaning that help us to better interpret literature. 	<ul style="list-style-type: none"> • Make inferences and draw conclusions about the text • Cite evidence from the text to support generalizations • Use context clues to determine or clarify the meaning of unfamiliar words • Identify and/or explain stated or implied main ideas and relevant supporting details • Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another. • Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts • Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument • May write expository essays that argue a thesis. 	<ul style="list-style-type: none"> • <i>How to Read Like a Literature Professor</i>, Thomas Foster, Harper Perennial; 1 edition (February 18, 2003) • <i>Little Red Riding Hood</i>, Brothers Grimm, www.Gutenberg.org • http://www.abc.net.au/tv/re-enchantment/
<p>Unit 2: The Archetype of The Quest</p> <ul style="list-style-type: none"> • How is every trip a QUEST in literature? • What are the parts of "The Quest" archetype? • How is the plot-pattern archetype applied? • How does an understanding of the QUEST plot pattern help me to better analyze literature? 	<ul style="list-style-type: none"> • The quest archetype follows a prescribed pattern • The plot pattern can be applied to stories to help the reader determine the theme. • The definitions of setting, allusion, genre, point of view, naïve narrator, conflict. • Understand the process of literary analysis (prewrite, outlining, rough draft, editing, final draft, mla formatting, signal phrases, style, conventions) 	<ul style="list-style-type: none"> • 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; provide an objective summary of the text. • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. • Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 	<ul style="list-style-type: none"> • <i>How to Read Like a Literature Professor</i>, Thomas Foster, Harper Perennial; 1 edition (February 18, 2003) • <i>"By the Waters of Babylon."</i> Benet, Stephen . <i>Tom's Place - Carmen Sylva Regina Elisabeta, Queen Marie Regina Maria, Princess Ileana, Romania, English Concertina, Classics Illustrated, Chicago.</i> N.p., n.d. Web. 28

<ul style="list-style-type: none"> • How does Stephen Vincent Benet's story, "By the Waters of Babylon" follow the "The Quest" archetype? • What keystone details should I be looking for as I read? (genre, allusion, point of view, naïve narrator, setting, conflict) • How do I write a literary analysis paper? • How do I clearly and concisely convey how certain aspects of the story (the quest plot pattern) contribute to the overall meaning of the story (the theme)? 		<ul style="list-style-type: none"> • Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. • Determine an author's particular point of view and analyze how rhetoric advances the point of view. • Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. • Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction. • Analyze how words and phrases shape meaning and tone in texts. Make inferences and draw conclusions about the text • Cite evidence from the text to support generalizations • Use context clues to determine or clarify the meaning of unfamiliar words • Identify and/or explain stated or implied main ideas and relevant supporting details • Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another. • Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts • Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument • Write expository essays that argue a thesis. 	<p>Feb. 2013. http://www.tkinter.smig.net/outings</p>
<p>Unit 3: Archetype of The Hero's Journey</p> <ul style="list-style-type: none"> • How is plot-pattern archetype of "The Hero's Journey" evident through the world? • What are the parts of "The Hero's Journey" archetype? • How is the plot-pattern archetype applied to world 	<ul style="list-style-type: none"> • Joseph Campbell's biography and his theory on the hero's journey. • Parts of the hero's journey and examples of literary works and films that follow this pattern. • Understand the historical 	<ul style="list-style-type: none"> • 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; provide an objective summary of the text. • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and 	<ul style="list-style-type: none"> • <i>Gilgamesh from World Mythology</i> (Rosenburg, Donna, third edition, NTC Publishing, 1999). • <i>The Republic</i>, Plato, Dover Publications, Inc; Mineola, New York, 2000.

<p>literature?</p> <ul style="list-style-type: none"> • How does a particular story fit into “Separation, Initiation, and Return?” • What do we gain from studying the hero’s journey? • What is the historical context of the story and how does that help us to better understand the meaning of the story? • How is plot-pattern archetype of “The Hero’s Journey” evident through the <ul style="list-style-type: none"> • Separation stage? <ul style="list-style-type: none"> • Initiation stage? • The return stage? • What self-knowledge did the hero gain and how is that related to the theme? • How do I write a literary analysis paper? • How do I clearly and concisely convey how certain aspects of the story (the quest plot pattern) contribute to the overall meaning of the story (the theme)? 	<p>context of the story.</p> <ul style="list-style-type: none"> • Why people of that time period and culture value this story. • What defines the protagonist as a hero. • How the plot-pattern archetype of “The Hero’s Journey” evident through the separation, initiation, and return stages. • What self-knowledge the hero gained and how is that related to the theme. • Analyze the effects of certain literary devices and patterns in the story (personification, simile, metaphor, foreshadowing, flashback, allusion, archetype, allegory, symbolism, irony. • Understand the process of literary analysis (prewrite, outlining, rough draft, editing, final draft, mla formatting, signal phrases, style, conventions) • Understand the domains of effective writing, organization, content, style, mechanics 	<p>beliefs about a subject.</p> <ul style="list-style-type: none"> • Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. • Determine an author’s particular point of view and analyze how rhetoric advances the point of view. • Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect. • Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction. • Analyze how words and phrases shape meaning and tone in texts. Make inferences and draw conclusions about the text • Cite evidence from the text to support generalizations • Use context clues to determine or clarify the meaning of unfamiliar words • Identify and/or explain stated or implied main ideas and relevant supporting details • Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another. • Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts • Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument • Write expository essays that argue a thesis. 	<ul style="list-style-type: none"> • The Hobbit (Tolkien, J.R.R., DelRay Books, (Random House), 1980, NewYork. • Siddhartha, Hesse, Herman, Bantam Books, 1951, New York. • King Arthur, (Rosenburg, Donna,third edition, NTC Publishing, 1999). • Finding Joe (video, Solomon, Patrick, Pat and Pat Inc. , 2011. • The Wizard of Oz ,Victor Fleming, George Cukor, 2013,Warner Bros. • The Matrix Andy Wachowski, Lana Wachowski ,1999, Warner Bros. • Glencoe Literature, Hardcover: 1309 pages , McGraw-Hill/Glencoe; Student edition (January 1, 2008)
<p>Unit 4: Archetypes of Rain and Snow</p> <ul style="list-style-type: none"> • What is the archetypal meaning of rain in literature? • How is rain used as a universal symbol throughout world literature? 	<ul style="list-style-type: none"> • The symbolic meaning of the rain archetype. • How the context of symbols changes their meaning. • Analyze the effects of certain literary devices and patterns in the story (personification, 	<ul style="list-style-type: none"> • Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. • 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; provide an objective summary of the 	<ul style="list-style-type: none"> • How to Read Like a Literature Professor, Thomas Foster Harper Perennial; 1 edition (February 18, 2003) • King Lycaon from World Mythology (Rosenburg, Donna,third edition, NTC Publishing, 1999). • Noah’s Ark from Glencoe

<ul style="list-style-type: none"> • How does understanding the meaning of this archetype help me to analyze the literary work? • How do I write a literary analysis paper? • How do I clearly and concisely convey how my understanding of the meaning of this archetype contributes to the overall meaning of the story (the theme)? 	<p>simile, metaphor, foreshadowing, flashback, allusion, archetype, allegory, symbolism, irony , Atmosphere and mood.</p> <ul style="list-style-type: none"> • Understand the process of literary analysis (prewrite, outlining, rough draft, editing, final draft, mla formatting, signal phrases, style, conventions) • Understand the domains of effective writing, organization, content, style, mechanics 	<p>text.</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. • Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. • Determine an author’s particular point of view and analyze how rhetoric advances the point of view. • Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect. • Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction. • Analyze how words and phrases shape meaning and tone in texts. Make inferences and draw conclusions about the text • Cite evidence from the text to support generalizations • Use context clues to determine or clarify the meaning of unfamiliar words • Identify and/or explain stated or implied main ideas and relevant supporting details • Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another. • Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts • Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument • Write expository essays that argue a thesis. 	<p>Literature, Hardcover: 1309 pages , McGraw-Hill/Glencoe; Student edition (January 1, 2008)</p> <ul style="list-style-type: none"> • Gilgamesh from World Mythology (Rosenburg, Donna, third edition, NTC Publishing, 1999). • An Ottawa Legend http://www.firstpeople.us/F-P-HTML-Legends/TheGreatFlood-Ottawa.html
<p>Unit 5: Archetypes of Flight</p> <ul style="list-style-type: none"> • What is the archetypal meaning of flight in literature? 	<ul style="list-style-type: none"> • The symbolic meaning of the flight archetype. • How the context of symbols 	<ul style="list-style-type: none"> • Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. 	<ul style="list-style-type: none"> • How to Read Like a Literature Professor, Thomas Foster Harper Perennial; 1 edition (February 18, 2003)

<ul style="list-style-type: none"> • How is flight used as a universal symbol throughout world literature? • How does understanding the meaning of this archetype help me to analyze the literary work? • How do I write a literary analysis paper? • How do I clearly and concisely convey how my understanding of the meaning of this archetype contributes to the overall meaning of the story (the theme)? 	<p>changes their meaning.</p> <ul style="list-style-type: none"> • Analyze the effects of certain literary devices and patterns in the story (simile, metaphor, foreshadowing, allusion, archetype, magic realism, satire, symbolism, irony, Atmosphere, and mood. • Understand the process of literary analysis (prewrite, outlining, rough draft, editing, final draft, mla formatting, signal phrases, style, conventions) Understand the domains of effective writing, organization, content, style, mechanics 	<ul style="list-style-type: none"> • 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; provide an objective summary of the text. • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. • Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. • Determine an author's particular point of view and analyze how rhetoric advances the point of view. • Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. • Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction. • Analyze how words and phrases shape meaning and tone in texts. Make inferences and draw conclusions about the text • Cite evidence from the text to support generalizations • Use context clues to determine or clarify the meaning of unfamiliar words • Identify and/or explain stated or implied main ideas and relevant supporting details • Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another. • Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts • Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument • Write expository essays that argue a thesis. 	<ul style="list-style-type: none"> • <i>A Very Old Man with Enormous Wings</i>, Marquez, Gabriel Garcia, http://www.sanjuan.edu/webpages/arisantillanes/files/very_old_man1.pdf • <i>Daedalus and Icarus</i>, (Rosenburg, Donna, third edition, NTC Publishing, 1999). • <i>The Fall of Icarus</i>, Brueghel, Pieter (image) http://en.wikipedia.org/wiki/Landscape_with_the_Fall_of_Icarus
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Unit 6: Archetypes of Blindness

- What is the archetypal meaning of blindness in literature?
- How is blindness used as a universal symbol throughout world literature?
- How does understanding the meaning of this archetype help me to analyze the literary work?
- How do I write a literary analysis paper?
- How do I clearly and concisely convey how my understanding of the meaning of this archetype contributes to the overall meaning of the story (the theme)?

- The symbolic meaning of the blindness archetype.
- How the context of symbols changes their meaning.
- Analyze the effects of certain literary devices and patterns in the story (allegory, irony, foreshadowing)
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- Understand the process of literary analysis (prewrite, outlining, rough draft, editing, final draft, mla formatting, signal phrases, style, conventions)
Understand the domains of effective writing, organization, content, style, mechanics
- Understand the historical context of the story.
- Why people of that time period and culture value this story.

- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- 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; provide an objective summary of the text.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.
- Analyze how words and phrases shape meaning and tone in texts. Make inferences and draw conclusions about the text
- Cite evidence from the text to support generalizations
- Use context clues to determine or clarify the meaning of unfamiliar words
- Identify and/or explain stated or implied main ideas and relevant supporting details
- Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.
- Explain, interpret, compare, describe, analyze, and/or evaluate connections between

- ***How to Read Like a Literature Professor***, Thomas Foster Harper Perennial; 1 edition (February 18, 2003)
- ***Oedipus Rex, Sophocles, from Glencoe Literature***, Hardcover: 1309 pages , McGraw-Hill/Glencoe; Student edition (January 1, 2008)
- ***The Republic***, Plato, Dover Publications, Inc; Mineola, New York, 2000.

		<p>texts</p> <ul style="list-style-type: none">• Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument• Write expository essays that argue a thesis.	
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