

Course Title: a-g World Literature

Transcript Title /Abbreviation:

a-g World Literature A 1E21022

a-g World Literature B 1E21023

This is a resubmission for the course a-g World Literature

Seeking "Honors" Distinction: No

Subject Area: English

Category: English

Grade Level for which this course has been designed: 9th and 10th

Unit Value: 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

Is this course, or any separate section of this course, taught in an online learning environment: No

Is this course classified as a Career Technical Education: No

Brief Course Description

The World Literature course for 9th and 10th graders at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore classic literature from around the world by a rigorous study of selected works. Students will analyze the literature and related artifacts, looking for universal themes as well as placing the work in context with the geographic area, and social and political context in which it was written. Students will compare how different cultures have addressed essential questions such as creation and will focus on the concept of the hero across this body of literature. Students will develop their English skills via discussion and essays demonstrating textual analysis and interpretation.

Students are expected to examine and articulate their ideas on various class assignments and topics. Students are expected to develop and refine critical thinking skills as they analyze a variety of discussion topics and literary devices.

Pre-Requisites

Co-Requisites

Context for Course (optional)

History of Course Development (optional)

Textbooks

Textbook 1

Title: The Epic of Gilgamesh Translator: Andrew George

Edition: Penguin Classics, 4/15/2003

Publication Date: 4/15/2003

Publisher: Penguin

Author(s): Anonymous and Andrew George

URL Resource:**Usage:** Primary Text

Read in entirety or near entirety

Textbook 2**Title:** The Odyssey**Edition:** Penguin Classics**Publication Date:** 1997**Publisher:** Penguin**Author(s):** Homer**URL Resource:****Usage:** Primary Text

Read in entirety or near entirety

Textbook 3**Title:** Journey to the West (Monkey)**Edition:** Grove/Atlantic, Inc.**Publication Date:** 1994**Publisher:** Grove/Atlantic, Inc.**Author(s):** Wu Ch'eng-en**URL Resource:****Usage:** Primary Text

Read in entirety or near entirety

Textbook 4**Title:** Things Fall Apart**Edition:** Norton Critical Edition**Publication Date:** 2008**Publisher:** Norton**Author(s):** Chinua Achebe and Francis Abiola Irele**URL Resource:****Usage:** Primary Text

Read in entirety or near entirety

Textbook 5**Title:** One Hundred Years of Solitude**Edition:** Trade Paperback Edition edition**Publication Date:** 2006**Publisher:** Harper Perennial Modern Classics**Author(s):** Gabriel Garcia Marquez**URL Resource:****Usage:** Primary Text

Read in entirety or near entirety

Textbook 6

Title: The Arabian Nights

Edition: New Deluxe Edition edition

Publication Date: 2008

Publisher: W. W. Norton & Company

Author(s): Anonymous, Translator: Husain Haddawy

URL Resource:

Usage: Primary Text

Read in entirety or near entirety

Supplemental Instructional Materials

In addition, meticulously selected short stories, poems, and video clips will be used to supplement various assignments. Students must also have internet access to the following website: [Annenberg Learner](#)

Course Purpose

Students will develop and refine rhetorical reading and writing skills as they examine classic literature from around the world. The constructs of ethos, logos and pathos will be used as a lens through which to examine author's intent, logic and appeal to feeling in reading both the course texts and related literature and critiques. Students will interact with each text from the beginning by annotating, journaling, and comparing with others, noting that their own experience colors the way they interpret the text. Simultaneously, students will explore the context in which each piece of literature evolved and its significance to its intended audience and to future readers, as well as the universal themes addressed in each piece.

Students will use rhetorical reading strategies such as annotating, writing descriptive outlines demonstrating understanding of both content and author's intent and using that to help refine their own organizational skills as writers. Students will discuss themes, characters, literary conventions, and historical context. Having explored these topics verbally, students will be better prepared to write effective analytical essays, developing well structured strong arguments, employing new stylistic techniques that heighten the effectiveness of the writing.

Students will analyze the evolution of universal themes such as the nature and purpose of humankind, the relationship of humanity and religion, the hero archetype, and civilization, including the effects of colonialism as experienced by native populations.

Course Goals and/or Major Student Outcomes

1. Demonstrate clear and coherent written and oral communication within a wide range of styles.
1. Demonstrate the ability to read and comprehend a wide range of fiction and informational grade appropriate materials.
1. Demonstrate the capability to solve problems and think critically by effectively completing challenging projects and assignments.
1. Demonstrate an understanding of how the historical setting influences literature and how universal themes transcend historical and cultural differences.

Course Objectives:

According to Reading/Language Common Core Standards

Grades 9-10

1. RL.9-10.2. 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; provide an objective summary of the text.
1. RL.9-10.3. 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.
1. RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
1. RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
1. RL.9-10.6. 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.
1. W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
1. W.9-10.2. 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.

1. W.9-10.3. Write narratives to develop real or imagined experiences of events using effective technique, well-chosen details, and well-structured event sequences.

1. W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

1. SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

1. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

Course Outline

Semester One

The Hero Archetype

Objectives:

Reading: Students will produce written and oral critical analysis of major literary works from a variety of early civilizations, analyzing the formation of the hero in different cultures and examining specific literary forms such as the epic poem. Literature will include novels, and excerpts of other writing from corresponding time periods. Students will read and discuss literature in its entirety beginning with (Unit 1) The Epic of Gilgamesh, examining the evolution of the story from oral to written tradition as well as the way in which our understanding of the text and Babylonian culture has evolved as more and more of the tablets are discovered, the literary conventions and plot developments of the epic poem, including the hero's quest, and character and plot development. Students will continue to explore these themes in (Unit 2) Homer's Odyssey, comparing the epics and the context in which they were written, paying particular attention to the evolving relationship between human and divine, and qualities of leadership, hospitality, cultural expectations, and gender roles. Student will move east and forward in time as they embark on (Unit 3) Wu Ch'eng-en's Journey to the West (Monkey), where discussion will continue to focus on the hero, and the new literary devices used in the novel, focusing on symbolism and plot development. Simultaneously, students will read related analytical papers, analyzing them for content and structure in order to facilitate the writing the students themselves will be expected to produce. (RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6,)

Writing: Emphasis is placed on writing assignments' analytical style, focusing on plot structure, literary devices, and theme development. Students will write every class period in the form of journal writes,

with two in-class essays. Students will also write several two page textual analysis papers, one narrative per semester, as well as 9-15 pages of polished analytical writing. The writing process will be employed for all writing assignments. Literature based writing will include the appropriate literary citations and will use MLA formatting. (W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.5).

Listening and Speaking: Students will participate in weekly group discussions, practicing rhetorical thinking skills with an emphasis on listening and demonstrating understanding of the point of view of others before articulating a well-reasoned argument defended by textual evidence. Students will research, prepare and deliver one ten minute multi-media presentation on the historical context or another work of literature related to the major work being read.

Language Study: Analysis of various literary devices and figurative language elements of standard written English including usage and mechanics.

Vocabulary Study: Emphasis on vocabulary from literature.

Method/Activities:

Lecture, class discussion, response journal and various writing activities, rubric scored essays, readings, peer editing, student-teacher conferencing, use of computers, times essays, film clips and historical artifacts.

Key Assignments: Students will write several essays. In one essay students will have to respond to literature and support an argument focused on theme. Students must provide textual evidence to support presented premise. Students must also seek to connect theme to our current society or another work of literature. In the second essay students will write a thesis regarding the development of plot structures and use textual evidence to support their argument. Students will then write one narrative employing two or more literary devices learned during the semester. The writing process will be employed for all writing assignments. Students will apply relative vocabulary to writing assignments.

Semester Two

The Nature of Man

Objectives:

Reading: Students will produce written and oral critical analysis of major literary works from a variety of cultures, analyzing the interaction of cultures and the control that humans have over their environment, examining specific literary forms such as the nested story. Literature will include novels, short stories, poems and excerpts from other writing from corresponding time periods. Literature that will be read and discussed in entirety include (Unit 1) Chinua Achebe's *Things Fall Apart*, examining the use of language as a tool for establishing a setting disrupted by an incoming foreign culture. Students will continue to explore the colonial experience in Unit 2 through Gabriel Garcia Marquez' *One Hundred Years of Solitude*, comparing both the style and structure of each novel and the

circumstances in which each arose. Unit 3 will include reading *The Thousand and One Nights*, examining the nested story structure and looking back to make comparisons in themes, style and structure of reading done throughout the year. (RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6,)

Writing: Emphasis is placed on writing assignments' analytical style, focusing on plot structure, literary devices, and theme development. Students will write every class period in the form of journal writes, with two in-class essays per semester. Students will also write several two page textual analysis papers, as well as 9-15 pages of polished analytical writing. The writing process will be employed for all writing assignments. Literature based writing will include the appropriate literary citations and will use MLA formatting. Students begin their semester long writing project. (W.9-10.1, W.9-10.2, W.9-10.5).

Listening and Speaking: Students will participate in weekly group discussions, with an emphasis on listening and demonstrating understanding of the point of view of others before articulating a well-reasoned argument. Students prepare and lead one class discussion or presentation.

Language Study: Analysis of various literary devices and figurative language elements of standard written English including usage and mechanics.

Vocabulary Study: Emphasis on vocabulary from literature.

Key Assignments Comprehensive Final Examination

A Comprehensive final examination of semester one will be given at the end of the semester. The exam will include short answer and essay questions.

Key Assignments:

Key Assignment #1: After having completed initial discussions and essays in which the students explore the concept of heroism in their own lives, serving as both a way for the students to connect to the unit's theme as well as a way for the teacher to make initial oral and written assessments, the students will critically examine the language, structure and literary elements of the *Epic of Gilgamesh*, and related background reading in order to analyze the hero archetype for the ancient Babylonians. Students will practice writing strong analytical paragraphs using an analytical paragraph shaping frame, as well as strong introductions and conclusions and demonstrate competency with the basic essay structure as they write the first key assignment:

Who is more heroic, Gilgamesh or Enkidu? Why? Use examples from text to support claim.

Or

Write an essay in which you discuss what *The Epic of Gilgamesh* reveals about the values – the moral ideas and standards of behavior – of the ancient Babylonians.

Key Assignment #2: Students will deepen their understanding of literary devices as they read and discuss *The Odyssey* which makes heavy use of devices such as the simile, metaphors, and epithets. Students will examine these and identify how they are used to advance the plot and provide detail and strong characterization. Students will write an in-class essay, the results of which will inform instruction for the second key assignment, where students will write a polished 3-5 page paper analyzing plot and literary devices and connect them to historical context, choosing one of six essay prompts:

1. On at least three occasions in the *Odyssey*, good advice is offered and not taken, and disaster and suffering result. Discuss three such examples.
2. In Part 2 of the *Odyssey*, Penelope shows that she is a strong woman, and therefore a good match for Odysseus, because she is clever. Discuss three times when Penelope was clever.
3. What is the role of females in the *Odyssey*? Taking into consideration such characters as Penelope, Circe, Athena, the Sirens, and Anticlea (Odysseus' mother), discuss how women are portrayed.
4. What is the importance of the father/son relationships in the *Odyssey*? Thinking about what the story presents about the relationships between Odysseus and Laertes, Odysseus and Telemachus, and Polyphemus and Poseidon, describe what characteristics of this relationship the Greeks valued.
5. The *Odyssey* contains some very graphic violence, some of which is done in anger and some of which is not. Select examples of each, and explain the purpose of each violent scene.
6. Hospitality, the concept of welcoming visitors and treating them well, was important to the Ancient Greeks. Find examples in the *Odyssey* of times when the "rules" of hospitality are followed and times when they weren't. What role did these examples play in the epic?

Key Assignment #3: Having spent the first two units reading epic poems and practicing analytical writing, students will now examine the novel as they read *Journey to the West: Monkey*, examining the structure and creating their own narratives. Students will write and revise a 3-5 page narrative using two or more literary devices explored in class this semester with a focus on creating believable characters in a well developed setting with a coherent plot.

Key Assignment #4: Students will continue to examine themes from the first semester and look back to first semester literature as new themes, such as human control and colonialism are explored. Students will examine new literary devices such as the use of Igbo language and irony, as well as cultural practices to create distance between the natives and newcomers. Throughout the unit, students will examine concepts of colonialism as portrayed by various authors, reading and discussing critiques, interviews with the author such as "Chinua Achebe: The Art of Fiction CXXXIV," "An African Voice" ,

and poetry such as *Gunga Din* and *White Man's Burden*, and *The Second Coming*. Students will then write a polished 4-5 page paper Analyzing language and other literary devices to show how author

portrays reality of living under colonial rule.

Key Assignment #5: The exploration of the colonial experience continues, giving students an opportunity to compare experiences on different continents, examining literary forms that arose in each, and comparing this epic narrative to the epic poems read in Units 1 and 2. Students turn their focus to the role of literary devices such as hyperbole and symbolism in *100 Years of Solitude*.

Students will explore individual symbolic details in the text as well as the symbolism of the story as a whole, and will be introduced to Magic Realism, an important element of much of the modern literature of Latin America, reading short stories from other authors such as Jorge Luis Borges and Isabel Allende. In a 3-4 page paper, student will analyze the development of Macondo in *100 Years of Solitude*. Some have said that it is a parable of Greek Civilization. Is there any truth to this? If it is a parable, what is the moral?

Key Assignment #6: Students will revisit prior themes of heroism and human nature, as they embark on the final unit of the course. Students will explore theme, genre and literary structure in more depth as they are introduced to the nested stories in *The Arabian Nights*. As a cumulative assignment, students will compare and contrast views of human nature in two of the novels read this year. (5-7 page essay)

Instructional Methods and/or Strategies

Lecture, class discussion, response journal and various writing activities, rubric scored essays, readings, peer editing, student-teacher conferencing, use of computers, times essays, film clips and historical artifacts.

Key Assignments: Students will write several essays. In one 4-5 page essay students will analyze language and other literary devices to show how author portrays reality of living under colonial rule. (4-5pp.) Students must provide textural evidence to support presented premise. In the second essay students will write a thesis regarding the development of plot structures and use textural evidence to support their argument. Finally, students will write a 5-7 page paper comparing and contrasting views of human nature as presented in two of the novels read this year. The writing process will be employed for all writing assignments. Students will apply relative vocabulary to writing assignments.

Each student will prepare and lead one presentation and discussion during the year, connecting major literary themes to the historical, social and political context in which the work was produced.

Writing Project: Students will complete a writing portfolio containing essay examples of fiction, non-fiction, compare and contrast, persuasive and analytical response to literature genres. Each writing piece will show evidence of students' understanding of the writing process.

Comprehensive Final Examination

A Comprehensive final examination of semester one will be given at the end of the semester. The exam will include short answer and essay questions.

Assessment Methods and/or Tools

Homework

Quizzes/ Tests

Essays/ Writing prompts

Persuasive Essays

Analytical Essays

Character Analysis

Narratives

Literary Analysis

Research

Projects

Attendance/ class participation

Final exam

Reading

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others before articulating a well-reasoned argument defended by textual evidence. Students will research, prepare and deliver one ten minute multi-media presentation on the historical context or another work of literature related to the major work being read.