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# IB Language and Literature Introduction: The Foundations of Western Culture (11th grade)

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**IB Language and Literature Introduction Unit:  
Foundations of Western Literature**

**Grade: 11<sup>th</sup>**

**Timeline: 5 weeks**

**Dates:**

**August 14- September 8 (teaching)**

**September 11-13 (assessment)**

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;</p> <p>(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and (C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.</p> <p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>Read and analyze poetry, fiction, and non-fiction texts through the examination of literary archetypes and allusions to western foundational texts such as the Bible and Greek myths.</li> <li>Read and analyze poetry, fiction, and non-fiction texts using the seven key elements presented in the novel <i>How To Read Literature Like a Professor</i> in order to find the theme and deeper significance of the text.</li> </ol>	
	<b>Meaning</b>	
	<p><b>Understandings</b> <i>Students will understand that....</i></p> <ol style="list-style-type: none"> <li>In works of literature, (almost) anything can be significant. Character's choices and physicality, setting, time period, and subject matter can all contribute to the meaning of a text.</li> <li>All stories have been recycled in some way. A wide knowledge and good understanding of the foundational texts will lead to greater understanding of modern works.</li> <li>Common themes are shared between many different works of literature.</li> <li>Literature and art exists to define and communicate the human condition.</li> <li>Collegiate readers always look below the surface of a story for deeper analysis.</li> </ol>	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>What are the foundational texts of western literature?</li> <li>What archetypes and themes appear most commonly in these foundational stories?</li> <li>How do these foundational stories influence the stories being told today?</li> <li>How do these foundational texts make a comment on the human condition?</li> <li>What do collegiate level readers do while reading?</li> <li>How does one write clear and thoughtful commentary on a text?</li> </ol>
<b>Acquisition</b>		
<p><b>Knowledge</b> <i>Students will know...</i></p>	<p><b>Skills</b> <i>Students will be able to...</i></p>	

how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;

(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole,

- **The 8 key analysis ideas featured in *How To Read Literature Like a Professor*.**

1. Every Trip is a Journey
2. Is that a symbol? Yes, Yes It Is
3. Weather, Seasons, and Geography Matter
4. Marked with Meaning: A Disability Is Never Just A Disability
5. Nice to Eat with You (Acts of Communion)
6. Now, Where Have I Seen Her Before? (Archetype, Fairy Tales, Bible Stories, Greek Mythology, Christ Figure)
7. More Than It's Gonna Hurt You: Concerning Violence
8. It's All Political and Other Ironies

- **The major archetypes of literature**

1. The Hero
2. The Mother Figure
3. The Child/Innocent
4. The Stranger/Doppelganger
5. The Villain
6. The Mentor
7. The Scapegoat

- **The Hero's Journey**

- **The plot, theme, and meaning of the most commonly used/alluded Biblical & Mythological stories.**

**1): Greek Myth:** The Hero's Journey, Greek Gods, and Myth such as the creation story of Gaea and Uranus/Titans, Promethean Myth (How he helped the Gods and gave fire to humans), Odysseus, Daedalus and Icarus, Hercules, Birth of Helen/Achilles Heel/Fall of Troy.

**2) Bible Stories:** Christ Figure/Story of Christ, Adam & Eve, Cain & Able, David & Goliath, Tower of Babel, Noah's Arc

1. Identify and explain the significance of allusions in a range of texts.
2. Recognize and explain the foundational literary archetypes.
3. Recognize and explain the essential Hero's Journey in different literary works.
4. Make connections between stories from various cultures and time periods through their shared themes, archetypes, and allusions.
5. Write clear, concise, and focused commentary using these analytical tools.

understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;

(D) edit drafts for grammar, mechanics, and spelling;

(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

(A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;

(C) write a script with an explicit or implicit theme, using a variety of literary techniques.

(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write an analytical essay of sufficient length that includes:



M		5. Bible story quiz w/HTRLLAP application
T		6. Harkness/Socratic Seminar Compare & Contrast
M		7. TGT study guide
M		8. Unit Test over archetypes and foundational knowledge (S)
T		9. 1-2 page analytical essay over a previously unseen/untaught text using the HTRLLAP ideas, allusions, and archetypes. (S)

**Stage 3 – Learning Plan**

<b>CODE</b> (A, M, T)	<b>Pre-Assessment</b> <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>
	<ol style="list-style-type: none"> <li>1. IB Summer Session review: KAHOOT! Quiz with Visual/Reading elements &amp; a chalk talk where they gather all student examples for the different HTRLLAP sections on poster paper to use as anchor charts later.</li> <li>2. Harkness Discussion/Socratic Seminar over the HTRLLAP skills</li> <li>3. Pre-Assessment Quiz on their knowledge of archetypes, lit foundations, and written analysis using HTRLLAP</li> </ol> <p><b>Potential Misconceptions:</b></p> <ol style="list-style-type: none"> <li>1. <b>These texts are the only important texts from the past.</b></li> <li>2. <b>The western cannon is the more valuable than cannons from other cultures &amp; regions.</b></li> <li>3. <b>Plagiarism is acceptable because people have been sharing stories and ideas for thousands of years.</b></li> </ol>

	<p><b>Learning Activities</b></p> <p><b>Week One:</b></p> <p><b>M-</b></p> <ol style="list-style-type: none"> <li>1. 5 minute Do Now: Create a name tent!</li> <li>2. Unit Introduction: Students have 3 minutes to annotate the Unit Calendar for activities that seem interesting to you, the final assessments, and questions you have. Cold call for responses, then open it up for other questions.</li> <li>3. Chalk Talk over all 8 Key Ideas from HTRLLAP. 1 large piece of paper per key element to ensure enough room for all sections to contribute. Students will have 20 minutes to record their individual examples for that Key Idea to the chalk talk.</li> <li>4. Summer Session 20 minute Debrief Harkness Style Student roles: Tracker, Facilitator, and Time Keeper -What were the most common examples? -What was an example that impressed you? Why? -Did you have a new moment of understanding? -Which ideas did you struggle with from the reading? Did you puzzle it out? If not, discuss.</li> </ol>	<p>Progress Monitoring (e.g., formative data)</p> <p>-Evaluate the strength of the different examples provided</p> <p>-Verbal check for understanding</p>
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	<p><b>T-</b></p> <ol style="list-style-type: none"> <li>1. Do now: Check out technology and log in.</li> <li>2. KAHOOT! Quiz over the 8 HTRLLAP Key Ideas, Greek/Biblical allusions, the Hero's Journey and archetypes presented in both written questions and Visual analysis. Students track their answers using provided Tracker Exit Ticket.</li> <li>3. Students complete reflection questions at the end of the game.</li> </ol> <p><b>W-</b></p> <ol style="list-style-type: none"> <li>1. Students read a text and use the 8 ideas from HTRLLAP to analyze the passage. Students should annotate the passage for any of these 8 ideas, figurative language, and their own responses.</li> <li>2. Once they are done reading, students must write a clear, well-structured analytical essay that communicates the presence and impact of the different ideas &amp; figurative language on the meaning of the passage.</li> <li>3. Extension: for those who finish early, they should trade with a partner for feedback and make any necessary changes.</li> </ol> <p><b>TR-</b></p> <ol style="list-style-type: none"> <li>1. Archetype Jigsaw and poster creation: Divide students into 7 different groups hetero or homogenously, depending on classroom need.</li> <li>2. Assign each group an archetype. Once assigned, students have 5 minutes to independently read the assigned archetype description. Instruct students to write down any questions they have while they read.</li> <li>3. Check for understanding on the archetype descriptions.</li> <li>4. Instruct students to then work together to make a poster for their archetype. The anchor chart should include the following: -Archetype Name -Visual Symbol -Brief description of the archetype in their own words. -An example from pop culture or past reading assignments</li> </ol> <p><b>F-</b></p> <ol style="list-style-type: none"> <li>1. First 15 minutes of class: Students should gather in their archetype group to finish/polish their work.</li> <li>2. Presentations: Each archetype group will have 3-5 minutes to present their work to the class. As each group is presenting, the other groups are expected to take notes on the provided archetype graphic organizer for use throughout the unit.</li> </ol>	<p>and areas of confusion</p> <p>-Assess comprehension of summer reading &amp; prior knowledge</p> <p>-Assess comprehension and ability to execute the analysis style taught by HTRLLAP</p>
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	<p>3. After all presentations have finished, all students should glue their graphic organizer into their workbook/keep it in their binder for future use.</p> <p><b>Week Two: Greek Myth &amp; The Hero's Journey</b>  <b>M: New American Lecture: Connecting Archetypes to The Hero's Journey</b>  What is it and where did it come from?  Lecture on The Hero's Journey (12 steps), The Human Condition, and modern examples of The Hero's Journey from texts the students have read in previous years (<u>The Absolutely True Diary of a Part-Time Indian by Sherman Alexie</u>)  Easy-to-read Reference from TV Tropes:  <a href="http://tvtropes.org/pmwiki/pmwiki.php/Main/TheHerosJourney">http://tvtropes.org/pmwiki/pmwiki.php/Main/TheHerosJourney</a></p> <p><b>T: Foundation of Western Civ: Gallery Walk on The Greeks Who, what, when, where, and the basics of who their gods were</b>  Percy Jackson Author Rick Riordan explains the gods:  <a href="http://rickriordan.com/extra/meet-the-greek-gods/">http://rickriordan.com/extra/meet-the-greek-gods/</a></p> <p><b>W/TR: The Grecian Myths are all cautionary tales</b></p> <ol style="list-style-type: none"> <li>1. Students independently read and annotate the creation story of Gaea and Uranus/Titans, Promethean Myth (How he helped the Gods and gave fire to humans), Daedalus and Icarus, Hercules, Birth of Helen/Achilles Heel/Fall of Troy  (Teacher note: Themes all center about fatal flaws moral flaws: vanity, pride, lust, etc.)</li> <li>2. Pair and Share: Pairs of students identify and analyze themes presented across the different myths.</li> <li>3. Cold call a different pair of students for each myth to give their analysis of the themes in the myth.</li> <li>4. Exit Ticket:  The Grecian Myths focus on _____.  I know this because _____.</li> </ol> <p><b>F: Formative Quiz over Archetypes, Hero's Journey, Grecian Myth and Culture</b></p> <p><b>Week Three: Bible Stories</b>  <b>M/T:</b> Jigsaw story-telling to the class: Christ Figure/Story of Christ, Adam &amp; Eve, Cain &amp; Able, David &amp; Goliath, Tower of Babel, Noah's Arc  <b>W:</b> Harkness/Socratic Seminar  Compare &amp; Contrast Bible Stories and Grecian Myth  <b>TR:</b> MC Quiz on Bible Stories*, Grecian myth, Archetypes, and The Hero's Journey with a written section about analysis using HTRLLAP  <b>F:</b></p> <ol style="list-style-type: none"> <li>1. Assign Project (Due 5<sup>th</sup> Week)</li> </ol>	<p>-Assess understanding of archetypes</p> <p>-Check for understanding</p>
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	<p><b>2.</b> Exit ticket: Student have top three project choice characters chosen</p> <p><b>Week Four:</b>  <b>M:</b> Archetypes Matrix</p> <ol style="list-style-type: none"> <li>1. Do Now: Students individually answer the question How do these foundational texts make a comment on the human condition? Short discussion follows.</li> <li>2. Students individually map all characters from the texts covered in Unit 1 by their archetype.</li> <li>3. Class discussion over the unit as a whole- which characters fall under which archetypes.</li> <li>4. Students populate an enlarged, comprehensive version of their matrix to also include Shakespeare (Julius Caesar, MacBeth, Hamlet, Romeo &amp; Juliet) and Fairy Tales to further support the idea that these archetypes and themes span the western cannon.</li> </ol> <p><b>T-TR:</b>  Silver, Strong, and Perini lesson plan  Teams-Games-Tournaments Unit 1 review</p> <p><b>F:</b> Tournament!</p> <p><b>Week Five:</b>  <b>M:</b> Test  <b>T:</b> Paper  <b>W/T:</b> Project Presentations  <b>F:</b> Reflection over Unit 1</p>	<p>-Assess comprehension and understanding of the week's learning</p> <p>-Assess comprehension and understanding of the week's learning</p>
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# Unit 1 Foundations of Western Literature Project:

## IB Written Task 1 Practice

**Who:** Junior and Senior IB Students

**What:** After four weeks of exploring the ancient foundations of western literature, it is time for you to step into the shoes of their epic characters. You will show deep understanding and analysis of a single character of your choice from Unit 1 by completing a written creative project and presenting it to a small group.

**When:** This project is DUE SEPTEMBER 13<sup>TH</sup>

**Why:** This project will get you into the mindset of IB by giving you some practice on one of the major IB Literature & Language assessments: written task #1. Over the course of the IB program, you will be required to write two assignments like this one before choosing one to submit for assessment. Creative writing is also an excellent way to develop your skills as a writer and analytical thinker.

**How:**

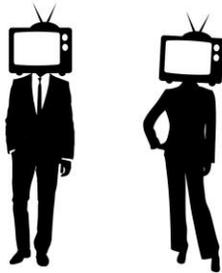
1) Choose one character from Unit 1: Foundations of Western Literature on whom to focus.

Use the following sentence stems to help you organize your preferences.

I am interested in the following characters:

1. \_\_\_\_\_ because \_\_\_\_\_
2. \_\_\_\_\_ because \_\_\_\_\_
3. \_\_\_\_\_ because \_\_\_\_\_

2) Choose one of the following **Project Format Options**:

<p>Dear Journal...</p> <p>Journal entries (3-5) that explore the character's true feelings about other characters or any other element of their story</p>  <p>Image: Flickr.com</p>	<p>A Different P.O.V</p> <p>A short story from a minor character's point of view on the action</p>  <p>Image: Pixaby.com</p>	<p>Journalism</p> <p>A magazine article/expose on the major themes presented in a one or more works studied in Unit 1.</p>  <p>Image: Flickr.com</p>
<p>Message in a Bottle</p> <p>Letter from one character to another expressing their reflections, opinions, plans, and/or beliefs</p>  <p>Image: Pixaby.com</p>	<p>Script</p> <p>A TV Show episode that tells the original story in a modern setting</p>  <p>Image: Pixaby.com</p>	<p>Poetry</p> <p>A Poem/Series of poems written from a character's point of view about the story events, their opinions, etc. Formats may include eulogy, sonnet, found, direction, or _____.</p>  <p>Image: Flickr.com</p>



**Project Timeline:**

M	T	W	TR	F
USE	YOUR	TIME	WISELY!	09/01 Project: Written Task 1 Assigned
09/04 Teacher Check Point: Character and format decided, rough draft started	09/05 Rough Draft work	09/06 Rough Draft complete	09/07 Final Draft started	09/08 Teacher Check Point Final Draft work through weekend *Study for Unit Exam
09/11 <b>TEST IN CLASS*</b> Final draft completion	09/12 <b>ESSAY IN CLASS*</b> Project should be finished.	09/13 <b>PROJECT DUE</b> Presentations Day 1	09/14 Presentations Day 2	

**Teacher Check-Point:**

**09/04: Check Point Completed: Y / N** \_\_\_\_\_

**09/08: Check Point Completed: Y / N** \_\_\_\_\_

## Project Rubric:

### Criterion A) Task and Content

Marks	Level Descriptor
0	The work does not reach a standard described on any level.
1-2	The task shows superficial understanding of the text(s) to which it refers. The content is inappropriate to the task chosen. The task shows a superficial understanding of the conventions of the text type (project format) chosen.
3-4	The task shows a mostly adequate understanding of the text(s) to which it refers. The content is generally appropriate to the task chosen. The task shows adequate understanding of the conventions of the text type (project format) chosen.
5-6	The task shows a good understanding of the text(s) to which it refers. The content is mostly appropriate to the task chosen. The task shows good understanding of the conventions of the text type (project format) chosen.
7-8	The task shows an excellent understanding of the text(s) to which it refers. The content is consistently appropriate to the task chosen. The task shows excellent understanding of the conventions of the text type (project format) chosen.

### Criterion B) Organization

Marks	Level Descriptor
0	The work does not reach a standard described on any level.
1	Little organization is present; the task has little structure.
2	Some organization is present; the task has some structure.
3	The task is organized; the structure is generally coherent.
4	The task is well organized; the structure is mostly coherent.
5-6	The task is effectively organized; the structure is coherent and effective.

### Criterion C) Language and Style

Marks	Level Descriptor
0	The work does not reach a standard described on any level.
1	There is little clarity, with many basic errors; little sense of register and style.
2	There is some clarity, though grammar, spelling, and sentence structure are often inaccurate; some sense of register, style, and appropriate vocabulary.
3	The use of language and style are generally clear and effective, though there are some inaccuracies in grammar, spelling, and sentence structure; generally appropriate register, style, and vocabulary.
4	The use of language and style are clear and effective, with a good degree of accuracy; sentence structure and vocabulary are varied, showing a growing maturity of style; register is appropriate.
5-6	The use of language and style are very clear and effective, with a good degree of accuracy; sentence structure and vocabulary are good, style is confident and the register effective.

\*All Rubrics provided by the International Baccalaureate English A: Language and Literature Teacher Workbook  
Marking scheme on Rubrics for Criterion B & C have been modified for this project specifically