

The Asian International School
Unit Backward Design
Literature, TOEFL Beginner, 2018-2019
Chapter 1 Hope

Stage 1 - Desired Results

Established Goal(s):

After completing this chapter, the students will be able to:

- Recognize different types of short story as a creative medium
- Identify relevant events in the story and state relationships of cause and effect
- Understand how usage of literary devices - colorful symbolism, metaphors, imagery - give a story it's particular mood, tone, and message
- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Define vocabulary in the context of the story from its denotative to connotative meaning
- Recognize the writing style the author used in the Literature Selection
- Integrate the information gathered in a global-to-local scale

Understanding(s):

Students will understand...

- Life is what we make it. Hope is what keeps us alive and moving forward. We must make sacrifices for the things we want for the future.
- Works of authors are mostly based on their life's struggles and experiences
- Words have different meaning depending on usage
- Words evolve through time yet some stay static. There are also many loaned words from different origins, sources, and languages. English is constantly changing.
- Different individuals have different perceptions based on their own interpretation of the text depending on their experiences and the information acquired from media

Essential Question(s):

- List and explain the important quotations with the corresponding stage of the plot.
- What is the most significant color in the story? Explain its meaning. What other colors have connections to the story and how are they used?
- What visual imagery does the author create to activate one or more of the readers' emotions?
- How does an author's work persuade readers to change their opinions or alter their thoughts?
- How would you compare and contrast the culture which we can find in the story to our current lives locally and globally?
- Look for context clues and define them. How does a word evolve over time?

Knowledge:

Students will...

- Compare and contrast fantasy and futuristic fiction with other genres of fiction
- Infer the author's messages
- Identify relevant events in the story and state relationships of cause and effect
- Integrate the information gathered in a global-to-local scale
- Learn about the evolution of words
- Recognize context clues

Skills:

Student will be able to...

- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Visualize key features of the story
- Recognize the symbolism from its denotative meaning to the implied context
- Distinguish words from their function
- Integrate the information gathered on a global scale

**The Asian International School
Unit Backward Design
Literature, TOEFL Beginner, 2018-2019**

Stage 2 - Assessment Evidence	
<p>Performance Task(s):</p> <p>I. Formative – to determine students’ learning within the Unit, the following assessments will be used:</p> <ul style="list-style-type: none"> a) Checklists: A chart with the list of students’ names and the skills that they need to demonstrate will be checked off during oral recitation, and pair / group activities. b) Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs. c) Choral Response: a quick assessment will be done by the teacher during the lesson or discussion. d) Diagram/Organizer: To assess student’s knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan. e) Daily quiz/activity: Worksheet will be given to review and measure students’ knowledge about the topic. f) Creative Output: Create the next chapter of “Searching for Summer” after analyzing the plot, the author’s style, and the literary devices being used; create a new story about what you think the world will look like in the future; create a map/comic/picture to demonstrate how the world will change over the next 30-50-100 years; write a story about what life will be like for you and your friends or you and your family 30 years from now. <ul style="list-style-type: none"> • In Chapter 1, students are expected to <i>recognize the major forms of literature, build vocabulary in context of the story, familiarize the literary elements to better comprehend the story.</i> <p>II. Summative – Midterm, 30% of the students’ grades, and Final Exams, 30% of the students grades, are given within the semester.</p>	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions

The Asian International School
Unit Backward Design
Literature, TOEFL Beginner, 2018-2019

Stage 3 - Learning Plan

Learning Activities:

Chapter 1 is divided into three categories: Literary Terms, Language Development and the Literature Selection, which comprise of different strategies and skills. Students are expected to be familiar with the major forms of literature, genres and techniques. In this chapter, the focus of the story is a post-apocalyptic future fantasy world and the search for hope in a hopeless world. Before presenting the story, it may be instructive to ask students to predict what they think the world will look like in 30-50-100 years and compare that to their own dreams for the future. Are those dreams realistic? The Story Analysis Worksheets can be introduced to guide the students annotating important, difficult, and symbolic meanings of words, phrases and passages, making connections and relating cultural values from the author's perspective in the time of writing to the relevance of the matter in the existing world, be it individual tasks, group discussions or pair work. Understanding the specifics of plot structure is re-emphasized in this chapter which is a good opportunity to ensure students can demonstrate this core skill. Symbolism, metaphor, and imagery, particularly in the use of colors, is key to the story's structure. The second category, Language Development, aids the students in building new vocabulary in different techniques and understanding the context that will transport them into a different level of understanding based on the literature style and technique. Linguistic concepts such as context clues and different types of context clues (definition, antonym, synonym, and inference) and etymology are also emphasized in this unit to better guide and prepare students for their reflection and writing analysis.

Category 1: Literary Terms

1. Literature Types – differentiate each form from other types and distinguish their literary techniques and devices
2. Literary Devices and Techniques- explore the themes and conventions associated with these genres
 - Employ properly the literary techniques and elements to help readers appreciate, interpret and analyze literary work.
 - Comprehend literary analysis and various methods of developing critical thinking approaches.
3. Author and its works – get to know the author, its works and their contribution to the Literature World

Category 2. Language Development - Context Clues; Symbolism; Etymology

- Recognize the symbolism from its denotative meaning to the implied context
- Examine the author's specific usage of colors to enhance the imagery, symbolism, and metaphors
- Explore the history of words through an examination of *etymology*. (*Note that the activities in the book related to etymology are somewhat weak and teachers can greatly enhance the lesson by using external resources/presentations/activities.)
- Build vocabulary in context of the story without wordiness
- Develop pre-writing techniques:
 - brainstorm
 - free-writing
 - Compare and Contrast Essay
 - Blogging

Category 3. Literature Selection – Searching for Summer by Joan Aiken

- Retell the story according to the correct pattern of its elements (Plot Pyramid).
- Visualize key features of the story.
- Search for meaning and hope in a story that describes a semi-hopeless future.
- Recollect, analyze and apply the concepts to produce literature analysis according to students' perception and

The Asian International School
Unit Backward Design
Literature, TOEFL Beginner, 2018-2019

appreciation of the piece.

- Integrate the information gathered on a global-to-local scale.

-Supplementary Reading Suggestions for this chapter:

**Note that all of these readings are posted on the Literature Team Google Drive and can be either printed and copied or projected in class and read aloud as a group activity*

- The Secret - Arthur C. Clarke (SciFi, future hope, hopelessness?)
- The Little Match Girl - Hans Christian Anderson (hope, sacrifice)
- The Selfish Giant - Oscar Wilde (hope, sacrifice, fairy tale)

The Asian International School
Unit Backward Design
Literature, TOEFL Beginner, 2018-2019
Chapter 2 Choices

Stage 1 - Desired Results

Established Goal(s):

After completing this chapter, the students will be able to:

- Explain the use of characterization as a literary device
 - Understand how different characters in the story influence the choices of the protagonist - and how those influences might connect to our own lives
 - Identify relevant events in the story and state the result of discernment
 - Retell the story according to the correct pattern of its elements (Plot Pyramid)
 - Understand legal jargon and be able to give examples of other types of jargon
 - Produce the sounds of speech properly for better communication
 - Recognize the writing style the author used in the Literature Selection
- Integrate the information gathered in a global-to-local scale

Understanding(s):

Students will understand...

- Choices can make or break people. All choices have consequences.
- Characterization can justify the sequence of events in the story and allow us to connect with the characters more concretely
- Jargon is specialized vocabulary that applies to any particular group or profession and may be difficult to understand outside of that context
- Proper pronunciation ensures comprehension on both speakers
- Different individuals have different perception based on their own interpretation of the text depending on their experiences and the information acquired from media

Essential Question(s):

- What type of person is the protagonist in this story? How does his history and the other characters in the story influence his choices? How does his character reveal itself throughout the story.
- What does the protagonist do at the end? Why does he do it? Would you make the same choice? What has he learned?
- List and explain the relevance of the words that the author used to describe each character.
- Define reflexive and intensive pronouns
- Make a list of legal jargon terms that you might have heard in any forms of media.
- How does the author use literary devices to demonstrate deeper meaning for the text?
- How does an author's work persuade readers to change their opinions or alter their thoughts?
- How would you relate the culture which we can find in the story to our current lives locally and globally?

Knowledge:

Students will...

- Explore the use of characterization
- Infer the author's purpose
- Use proper pronouns
- Integrate the information gathered in a global-

Skills:

Student will be able to...

- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Visualize key features of the story
- Recognize the symbolism from its denotative

The Asian International School
Unit Backward Design
Literature, TOEFL Beginner, 2018-2019

to-local scale	meaning to the implied context <ul style="list-style-type: none"> • Distinguish words from their function • Integrate the information gathered on a global scale
----------------	--

Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>I. Formative – to determine students’ learning within the Unit, the following assessments will be used:</p> <ol style="list-style-type: none"> a) Checklists: A chart with the list of students’ names and the skills that they need to demonstrate will be checked off during oral recitation, and pair / group activities. b) Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs. c) Choral Response: a quick assessment will be done by the teacher during the lesson or discussion. d) Diagram/Organizer: To assess student’s knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan. e) Daily quiz/activity: Worksheet will be given to review and measure students’ knowledge about the topic. f) Creative Output: Write a paragraph to explain what choices <i>you</i> would make if you were the protagonist and <i>why</i>; write an alternate ending to the story; write a new story about a difficult choice that someone needs to face; write a will for yourself <ul style="list-style-type: none"> • In Chapter 2, students are expected to <i>recognize the major forms of literature, build vocabulary in context of the story, familiarize the literary elements to better comprehend the story.</i> <p>II. Summative – Midterm, 30% of the students’ grades, and Final Exams, 30% of the students grades, are given within the semester.</p>	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
---	---

Stage 3 - Learning Plan

The Asian International School
Unit Backward Design
Literature, TOEFL Beginner, 2018-2019

Learning Activities:

Chapter 2 is divided into three categories: Literary Terms, Language Development and the Literature Selection, which are comprised of different strategies and skills. Students are expected to get familiar with the major forms of literature, genres and techniques. In this chapter, the story focuses on *making choices, principles, values, and morals*. The Story Analysis Worksheets can be introduced to guide the students in annotating important, difficult, and symbolic meanings of words, phrases and passages, making connections and relating cultural values from the author's perspective in the time of writing to the relevance of the matter in the existing world, be it individual tasks, group discussions or pair work. The second category, Language Development, aids the student in building new vocabulary in different techniques and understanding context. Legal (and other types of) jargon, character traits, and effective methods of characterization are introduced. Linguistic concepts and grammar are also mentioned here to better guide and prepare them for their reflection and writing analysis.

Category 1: Literary Terms

1. Literature Types – differentiate each form from other types and distinguish their literary techniques and devices
2. Literary Devices and Techniques- explore the themes and conventions associated with these genres.
 - Employ properly the literary techniques and elements to help readers appreciate, interpret and analyze literary work.
 - Comprehend literary analysis and various methods of developing critical thinking approaches.
3. Author and its works – get to know the author, its works and their contribution to the Literature World

Category 2. Language Development - Characterization, Jargon/Legal Jargon, and Pronunciation

- Understand how to develop and refine a character so that the audience or reader can more fully connect with them
- Be familiar with jargon and legal jargon as used in the reading selection
- Ensure understanding through proper pronunciation in verbal communication
- Develop pre-writing techniques:
 - brainstorm
 - formal writing techniques
 - creating a will

Category 3. Reading Selection – One Thousand Dollars by O. Henry

- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Infer the themes and messages that the author is communicating through the story and its characters
- Visualize key features of the story
- Integrate the information gathered on a global-to-local scale
- Recollect, analyze and apply the concepts to produce literature analysis according to students' perception and appreciation of the piece.

-Supplementary Reading Suggestions for this chapter:

**Note that all of these readings are posted on the Literature Team Google Drive and can be either printed and copied or projected in class and read aloud as a group activity*

- Netty Sargent's Copyhold - Thomas Hardy (love, choices)
- The Railway Crossing - Freeman Wills Crofts (choices)
- A Mere Interlude or A Moment of Madness - Thomas Hardy (choices, human relationships, consequences)

The Asian International School
Unit Backward Design
Literature, TOEFL Beginner, 2018-2019
Chapter 3 Life

Stage 1 - Desired Results

Established Goal(s):

After completing this chapter, the students will be able to:

- Recognize poetry as a creative medium to express, celebrate, and preserve experience
- Become familiar with the tools necessary to appreciate lyrical poetry and produce students' own work
- Clearly identify the stylistic differences and different purposes of *prose* and *poetry*
- Build vocabulary in context of the story without wordiness
- Recognize the symbolism from its denotative meaning to the implied context
- Distinguish distinctive literary elements of poetry, prose, and drama - particularly personification, metaphor, and simile
- Establish understanding towards literature as an expression of art
Write, outline, design, and/or perform a play

Understanding(s):

Students will understand...

- Works of authors are mostly based of life's struggles and experiences
- Words have different meaning depending on usage
- Different individuals have different perception based on their own interpretation of the texts, depending on their experiences, and information acquired from media
- Plays have various elements and components that need to be properly developed in order to have a satisfying production

Essential Question(s):

- How are prose and poetry different?
- What are the similarities of each of these poems? How are they different? Explain your answer.
- How does the author use literary devices to demonstrate deeper meaning for the text?
- What visual imagery does the author create to activate one or more of the readers' emotions?
- How does an author's work persuade readers to change their opinions or alter their thoughts?
- How would you compare and contrast the culture which we can find in the selection to our current lives locally and globally?
- List categories of things and create analogies for them.
- What are the 3 figurative language concepts used in this chapter? Give examples from the selection and create new examples of your own.

Knowledge:

Students will know...

- Recognize poetry in its various forms and cultural inspirations
- Infer the author's purpose
- Develop two or more important aspects of producing a play

Skills:

Student will be able to...

- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Visualize key features of the story
- Recognize the symbolism from its denotative meaning to the implied context

The Asian International School
Unit Backward Design
Literature, TOEFL Beginner, 2018-2019

<ul style="list-style-type: none"> • Communicate clearly both verbal and written forms with lexical accuracy • Integrate the information gathered in a global-to-local scale 	<ul style="list-style-type: none"> • Distinguish words from their function • Integrate the information gathered on a global scale
--	---

Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>I. Formative – to determine students’ learning within the Unit, the following assessments will be used:</p> <ul style="list-style-type: none"> a) Checklists: A chart with the list of students’ names and the skills that they need to demonstrate will be checked off during oral recitation, and pair / group activities. b) Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs. c) Choral Response: a quick assessment will be done by the teacher during the lesson or discussion. d) Diagram/Organizer: To assess student’s knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan. e) Daily quiz/activity: Worksheet will be given to review and measure students’ knowledge about the topic. f) Creative Output: Write a poem reflecting your own view on life; work with a team to create a play about life in this school today; outline or diagram a play that reflects your view of life; sketch a comic or storyboard for a story about life; create a calligram (visual poem; page 72-73) that tells a unique story about you or your life <ul style="list-style-type: none"> • In Chapter 3, students are expected to <i>recognize the major forms of literature, build vocabulary in context of the story, familiarize the literary elements to better comprehend the story.</i> <p>II. Summative – Midterm, 30% of the students’ grades, and Final Exams, 30% of the students grades, are given</p>	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
---	---

The Asian International School
Unit Backward Design
Literature, TOEFL Beginner, 2018-2019

within the semester.

Stage 3 - Learning Plan

Learning Activities:

Chapter 3 is divided into three categories; Literary Terms, Language Development and the Literature Selection, which comprise of different strategies and skills. Students are expected to get familiar with the major forms of literature, genres and techniques. This chapter includes three separate poems that reflect three different views on *Life* according to the authors. Students will be challenged to use their understanding of poetry and prior understanding of literary devices and poetic devices to comprehend and re-state what each of the authors intends to communicate about the topic. The second category, Language Development, aids the student to build new vocabulary in different techniques and understand the context that will transport them into a different level of understanding based on the literature style and technique. The primary emphasis here is on *simile, metaphor, and personification*. Lexical accuracy and identifying types of analogies are also covered in this unit. These linguistic concepts are mentioned here to better guide and prepare them for their reflection and writing analysis.

Category 1: Literary Terms

1. Literature Types – differentiate each form from other types and distinguish their literary techniques and devices
2. Literary Devices and Techniques- explore the themes and conventions associated with these genres.
 - Employ properly the literary techniques and elements to help readers appreciate, interpret and analyze literary work.
 - Comprehend literary analysis and various methods of developing critical thinking approaches.
3. Author and its works – get to know the author, its works and their contribution to the Literature World

Category 2. Language Development - Language in Poetry; Simile, Metaphor, and Personification; Lexical Accuracy; Analogies and Types of Analogies

- Understand the difference between simile and metaphor and how to use them in the context of poetry, prose, and drama
- Practice the use of personification in bringing non-human objects to life in a writing
- Clearly delineate the difference between poetry and prose and their functions within the world of literature
- Use lexical accuracy to properly express an idea or get a message across; classify sentences by purpose and structure.
- Identify the purpose and structure of an analogy as well understanding the different relationships between those word pairings.
- Develop pre-writing techniques:
 - brainstorm
 - free-writing
 - poetry vs prose
 - techniques for writing for the stage

Category 3. Reading Selection – From Act II, Scene VII, of *As You Like It* by William Shakespeare; *Life* by Charlotte Bronte; *O Me! O Life!* By Walt Whitman

- Analyze the literary elements and poetic devices present in each poem
- Enhance cognitive skills by analyzing selected poems
- Search for themes and messages inferred by the authors
- Compare and contrast different poems about a similar topic

The Asian International School
Unit Backward Design
Literature, TOEFL Beginner, 2018-2019

- Pursue and articulate a personal viewpoint or connection to one or more of the poet's meanings
- Enhance vocabularies by inferring the symbolism from its denotative meaning to the implied context
- Integrate the information gathered on a global-to-local scale

-Supplementary Reading Suggestions for this chapter:

**Note that all of these readings are posted on the Literature Team Google Drive and can be either printed and copied or projected in class and read aloud as a group activity*

- More Poems About Life - Various Authors
- The Black Cat - Edgar Allen Poe (life, love, madness)

The Asian International School
Unit Backward Design
Literature, TOEFL Beginner, 2018-2019
Chapter 4 Strength

Stage 1 - Desired Results

Established Goal(s):

After completing this chapter, the students will be able to:

- Distinguish speech as an oral interpretation of literature
- Evaluate historic elements of the selection
- Become familiar with the tools necessary to appreciate the literature critically by discussing literary history and examining different genres and techniques
- Develop a well-structured speech outline
- Employ effective listening skills
- Explore and employ semantic fields
- Deduce the meaning of words and phrases

Understanding(s):

Students will understand...

- Effective persuasive speech has a process; key elements of writing and effective uses of literary devices are required for persuasive speaking
- People have different roles to play in society, but all people are equal and deserve to be treated as such
- Sexism, racism, and prejudice are part of all human societies, but awareness and conscious thought is the first step to equality
- Questioning our own role in society and the role of government in our lives is an important and lifelong task, particularly when we live in a republic (like Vietnam)
- Works of authors are mostly based on life's struggles and experiences
- Different individuals have different perception based on their own interpretation of the text based on their experiences and information acquired from media

Essential Question(s):

- How is an oral interpretation of literature different from a written one?
- What is Susan Anthony's purpose in her speech and her importance to the struggle for women's suffrage?
- How does Anthony compare the treatment of women and black slaves in the United States in the 19th century?
- What are her specific arguments in favor of women's suffrage? And what are the consequences for society if women are *not* given equal rights?
- Who is creating the laws in the US during this time and why *don't* they want women to vote?
- How does the author use literary devices to demonstrate deeper meaning for the text?
- What visual imagery does the author create to activate one or more of the readers' emotions?
- How does an author's work persuade readers to change their opinions or alter their thoughts?
- Draw a semantic field for a concept of your choosing.
- Choose a quotation that uses idiom and analyze it.
- How would you compare and contrast the culture which we can find in the story to our current lives locally and globally?

The Asian International School
Unit Backward Design
Literature, TOEFL Beginner, 2018-2019

<p>Knowledge: <i>Students will...</i></p> <ul style="list-style-type: none"> • Differentiate persuasive speech from other types of literature • Infer the author’s purpose • Explain point-of-view and how to identify it in writing or speech • Enhance writing by outlining speech, particularly thesis statements and supporting details • Use idioms and semantics in preparing speech • Explain and analyze the relationship between communication and culture • Integrate the information gathered in a global-to-local scale 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • Retell the story according to the correct pattern of its elements (Plot Pyramid) • Visualize key features of the story • Recognize the symbolism from its denotative meaning to the implied context • Distinguish words from their function • Integrate the information gathered on a global scale
--	---

Stage 2 - Assessment Evidence

<p>Performance Task(s): I. Formative – to determine students’ learning within the Unit, the following assessments will be used:</p> <ol style="list-style-type: none"> a) Checklists: A chart with the list of students’ names and the skills that they need to demonstrate will be checked off during oral recitation, and pair / group activities. b) Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs. c) Choral Response: a quick assessment will be done by the teacher during the lesson or discussion. d) Diagram/Organizer: To assess student’s knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan. e) Daily quiz/activity: Worksheet will be given to review and measure students’ knowledge about the topic. f) Creative Output: Write a paper that explains your point of view on issues of prejudice and inequality in modern society; create a thesis and supporting details on a topic of your choosing; draw a diagram or map of the development of human cultures or 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
--	---

The Asian International School
Unit Backward Design
Literature, TOEFL Beginner, 2018-2019

Vietnamese culture; describe what an ideal society would look like to you and how it would function and be governed; write a speech persuading your classmates to do or believe in something that you feel strongly about

- In Chapter 4, students are expected to *recognize the major forms of literature, build vocabulary in context of the story, familiarize the literary elements to better comprehend the story.*

II. Summative – Midterm, 30% of the students’ grades, and Final Exams, 30% of the students grades, are given within the semester.

Stage 3 - Learning Plan

Learning Activities:

Chapter 4 is divided into three categories; Literary Terms, Language Development and the Literature Selection, which comprise different strategies and skills. Students are expected to get familiar with the major forms of literature, genres and techniques. In this chapter, students are introduced to a *persuasive subjective speech* on the topic of women’s suffrage. This leads to discussions about point of view, subjective vs objective point of view, creating a thesis, and persuasive writing/speaking. The second category, Language Development, aids the students in building new vocabulary and different techniques of understanding the context that will transport them into a different level of understanding based on the literature style and technique. Linguistic concepts such as *idioms and semantic fields* are also mentioned here to better guide and prepare them for their reflection and writing analysis.

Category 1: Literary Terms

1. Literature Types – differentiate each form from other types and distinguish their literary techniques and devices
2. Literary Devices and Techniques- explore the themes and conventions associated with these genres.
 - Employ properly the literary techniques and elements to help readers appreciate, interpret and analyze literary work.
 - Comprehend literary analysis and various methods of developing critical thinking approaches.
3. Author and its works – get to know the author, their works and their contribution to the Literature World

Category 2. Language Development – Point of View; Subjective vs Objective Writing/Speech; Semantic Fields; Idioms; Dialogue

- Identify point-of-view and explain the differences between subjective and objective writing or speech.
- Understand the perspective and the audience of a piece of writing; use the grammatical “person” in a text to identify the target audience
- Create a well-formed thesis and supporting arguments
- Explore and identify semantic fields

The Asian International School
Unit Backward Design
Literature, TOEFL Beginner, 2018-2019

- Incorporate English idioms into speech
- Develop pre-writing techniques:
 - brainstorm
 - free-writing
 - scriptwriting
 - thesis statements and persuasive speech

Category 3. Literature Selection – On Women’s Right to Vote by Susan B. Anthony, 1873

- Examine the author’s purpose and methods for persuading an audience
- Visualize key features of the speech
- Identify different arguments that are the basis for her thesis; not only *what* does she argue, but *how* does she support her point.
- Recognize emotions that influence perceptions
- Recognize the historical context of the speech
- Explore historical *and* current instances of sexism, racism, prejudice and other forms of social injustice. Discuss human rights in both a historical and modern context and how it affects everyday life in different societies and cultures, particularly our own. Discuss the role of government in protecting human rights and equality.
- Integrate the information gathered on a global-to-local scale; how does this speech apply to us today?
- Recollect, analyze and apply the concepts to produce literature analysis according to students’ perception and appreciation of the piece.

-Supplementary Reading Suggestions for this chapter:

**Note that all of these readings are posted on the Literature Team Google Drive and can be either printed and copied or projected in class and read aloud as a group activity*

- The Gettysberg Address - Abraham Lincoln (persuasive speech)
- I Have A Dream - Martin Luther King Jr. (persuasive speech - and video)
- Lamb to the Slaughter - Roald Dahl (strength, strong women, choices, consequences, dark humor)
- Sredni Vashtar - Saki (strength, childhood, dark humor)