

Otherness

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- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

Enduring Understanding:

1. **Otherness is the state or fact of being distinct or different; stereotypes are generalizations about a group of individuals.**
2. **Stereotypes divide groups of people because they see each other as “the other.”**
3. **Authors are influenced to write about the “other” in fiction to provide commentary on reality.**

Essential Questions

1. **How does literature mirror the realities of our societies? Thematic**
2. **How do I determine writer’s purpose in literature? Thematic**
3. **How are events sequenced in a narrative? Literary**
4. **How do plot devices affect plot and what are their purpose? Literary**
5. **What does it mean to analyze a text in literature? Writing**
6. **What is the difference between revising and editing? Writing**
7. **What do I contribute to academic discussions in class and where can I improve for future seminars? College Readiness**

Common Core Standards and Indicators

NYS: CCLS: English Language Arts 6-12

NYS: Grades 9-10

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine a central idea of a text and analyze 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content	Skills / Strategies
Rationale for Unit: Unit 4 explores the effects that exclusivity has on an individual, a society, and humanity	Literary Analysis 1. Students will be able to identify the central idea in a text by explaining how the author uses a literary device in order to develop it. 2. Students will be able to determine appropriate evidence in a text in order to support a claim. 3. Students will be able to explain how evidence supports their claim.

as a whole. Students will unpack “otherness” through a close analysis of an anchor text that will act as an entry point into larger discussions on this complex topic. Students will revisit literary analysis with an introduction to Literary Abstracts- shorter formative assessments of exploding analysis that help students practice critical thought through reading and writing. Additionally, they will turn a close-eye to plot and the devices writers use to create a coherent narrative.

Creative Writing

1. Students will be able to compose a fictional journal entry from the perspective of “the other” which develops a central conflict pertaining to “otherness” that affects him/her.
2. Students will be able to develop a plot device in narrative writing.
3. Students will be able to take a formal piece of writing through the stages of the writing process- brainstorming, thesis writing, outlining, drafting, revising, and editing.

Discussion

1. Students will be able to engage in an academic conversation where they articulate understanding about the “other” and the effect it has on societies both in literature and in reality.

Key Terms / Vocabulary

Unit Vocabulary

- Narration
- Plot- Exposition, Rising Action, Climax, Falling Action, Resolution
- Foreshadowing
- Flashback
- Cliffhanger
- In Medias Res
- Deus Ex Machina
- Plot Twist
- Regents Vocabulary

Learning Plan & Activities

Please include Theatre Modalities when appropriate

Exploring the Theme:

- Exploring the Other
- Analyzing Narratives for Plot Devices

Developing Skills:

- Teaching Text Analysis
 - Accessible Document
 - Half-Writes Strategy
- Teaching Rhetoric in

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

Text Analysis Essay

Summative: DOK 3 Strategic Thinking: Written: Essay

Your Task: Closely read the following passage and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author’s use of a literary device develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do not simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided in your essay booklet.



<https://docs.google.com/document/d/13mxXqEESTh3irzz6I370xdNDmuRiDZOzpMnzu3pTvvg/edit>

The “Other” Journal Entry

Formative: DOK 3 Strategic Thinking: Written: Journal/ Diary

For the purposes of this creative writing assignment, you will be encouraged to write from the perspective of an “other” and develop a narrative journal entry that (1) develops a conflict pertaining to “otherness” and (2) uses a plot device analyzed over the course of the unit.

Socratic Seminar

Formative: DOK 2 Basic Application: Oral: Discussion

Writing and Speaking

- **Exploding Analysis**
- **The Difference between Revising and Editing**
- **Facilitating Socratic Seminar**
- **Holding Students Accountable for Outside Reading**
- **Literary Abstracts**

Resources



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