Develop a standards-based unit plan by aligning your resources with Wisconsin's education initiatives to support the diverse learning needs of the range of learners within your local context. This resource can be used to create a process for developing lesson plans that outline essential elements of unit design—standards, high quality instruction, and a balanced assessment system. A unit consists of a coherent series of lessons where concepts and/or skills advance and deepen over time for all students.

GENERAL INFORMATION		
Grade 11-12	Class ELA-12	Length of Unit 4-18 Weeks
Unit Title **Great World Texts in Wisconsin:** *The God of Small Things*	Sequence: Where does this unit fit within the course? Anywhere	

UNIT OVERVIEW		

This is a unit plan adapted from the educator's guide for the Great World Texts *The God of Small Things* **in Wisconsin** program. Great World Texts is an initiative of the Center for the Humanities of UW-Madison which invites high school teachers around the state to teach a challenging work of world literature in interdisciplinary teams with a close reading focus. Participating teachers bring their students to Madison to share their projects in an annual Student Conference, and teachers receive curricular materials and teaching guide prepared by UW faculty and Great World Texts staff. The materials provided by the Center for the Humanities are specifically designed to allow for flexibility in designing and individualize course, lesson and unit plans that align with Common Core State Standards. During the 2012-2013 school year, over 1200 Wisconsin students from 16 schools across the state participated in the program, including Erika May, who prepared this exemplar unit. Materials from that program, and our other past titles (*Antigone*, *The Arabian Nights*, *Things Fall Apart*, *The Brothers Karamazov,* *One Hundred Years of Solitude*, Dante's *Inferno*, and *Don Quixote*, are available online for teachers wishing to use them to incorporate the text into their curricula. The Great World Texts model is an illustrative example of how educators can cultivate creative and critical thinking with their students within the richness of the humanities while meeting the letter and spirit of Common Core State Standards. A gallery of student projects from *The God of Small Things* student conference can be seen here.

This unit plan, prepared by Erika May of Southern Door High School, is designed to allow teachers the opportunity to tailor the way they teach the text of *The God of Small Things* to their own course, time constraints, interests, and goals. The individual lessons could be taught over one or several days or weeks, and teachers can mix and match ideas from the various sections to create their own syllabus. Each thematic section includes a theme, followed by a set of questions, suggestions for discussion, and then specific quotes from the text that might be used to further discussion of the theme, with some critical assessment. Depending on the scope and sequence of individual districts and supplemental texts selected, this unit provides opportunities for achieving the standards listed below. Teachers should customize the unit dependent upon student needs.

Focused Reading: although the unit assumes that students have read the entire novel, most units include specific passages for a focused reading—an area of the text from which the major ideas and themes of that unit are drawn and which can serve as an example of the major concepts discussed.

Students will challenge themselves with projects that provide critical interpretations of the text in unique and complex ways.

UNIT STANDARDS		

With full implementation of the Great World Text Guide, all of the following standards could be achieved:

CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.L.2 Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CC.11-12.R.L.3 Key Ideas and Details: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CC.11-12.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone,
including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CC.11-12.R.L.5 Craft and Structure: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CC.11-12.R.L.6 Craft and Structure: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CC.11-12.R.L.7 Integration of Knowledge and Ideas: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CC.11-12.R.L.9 Integration of Knowledge and Ideas: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period **CC.11-12.R.I.1** treat similar themes or topics.

CC.11-12.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.I.2 Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CC.11-12.R.I.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.R.I.5 Craft and Structure: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.11-12.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.11-12.W.1.a Text Types and Purposes: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CC.11-12.W.1.b Text Types and Purposes: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge

level, concerns, values, and possible biases.

CC.11-12.W.1.c Text Types and Purposes: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CC.11-12.W.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.11-12.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.

CC.11-12.W.2 Text Types and Purposes: 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.

CC.11-12.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.11-12.W.2.b Text Types and Purposes: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CC.11-12.W.2.c Text Types and Purposes: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CC.11-12.W.2.d Text Types and Purposes: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.11-12.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.11-12.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CC.11-12.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CC.11-12.W.3.a Text Types and Purposes: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CC.11-12.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CC.11-12.W.3.c Text Types and Purposes: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CC.11-12.W.3.d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CC.11-12.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

C**C.11-12.W.5** Production and Distribution of Writing: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)

CC.11-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.11-12.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence form literary or informational texts to support analysis, reflection, and research.

CC.11-12.W.9.a Research to Build and Present Knowledge: Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate

knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CC.11-12.W.9.b Research to Build and Present Knowledge: Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CC.11-12.SL.1.b Comprehension and Collaboration: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CC.11-12.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CC.11-12.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.11-12.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.1.a Conventions of Standard English: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CC.11-12.L.1.b Conventions of Standard English: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.2.a Conventions of Standard English: Observe hyphenation conventions.

CC.11-12.L.2.b Conventions of Standard English: Spell correctly.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.L.3.a Knowledge of Language: Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CC.11-12.L.4.b Vocabulary Acquisition and Use: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

CC.11-12.L.4.c Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries,

thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CC.11-12.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CC.11-12.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.11-12.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CC.11-12.L.5.b Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.

CC.11-12.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate **independence** in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT LEARNING TARGET(S)

Unit targets will vary by classroom, and can be individualized to meet the needs of the teacher/course by emphasizing any of the standards listed above. Proficiency will be measured through classroom discussions of the text and assessment of student work and preparation.

Students will receive handouts with written instructions and will work to create projects that reflect their critical interpretations of the novel. These may include:

- Essay Evaluation template
- Preparatory Research assignment
- Project plan handout
- Glossary of Terms
- Notes on Characters
- What is Close Reading?
- What is Postcolonial Literature?
- What is Intertextuality?
- Chronology of *The God of Small Things*
- The Caste System in India

ESSENTIAL QUESTIONS

The following open-ended, grade-level appropriate questions will prompt exploration, innovation, and critical thinking about the big ideas this novel evokes:

- In what ways can childhood experiences affect adulthood?
- How do familial relationships have lasting effects on social and religious structures?
- What is the importance of gender roles in the family and in society?
- How do social structures change over time and what impact do those changes have on the individual?
- How does the structure of a text affect its meaning?
- How does the literature reflect the political and social aspects of a society?
- How does the literature from another part of the world help us understand our own society?
- How do collaborative conversations about a text help us understand ourselves, others, and the text?
- What is our obligation to the environment?
- What is the relationship between creative expression and understanding?

UNIT CONCEPTS AND ACADEMIC VOCABULARY

Which general academic and domain-specific words deepen student understanding? Decide which words will be included in teacher language, included in assessment language, known and used by all students, explicitly taught and assessed in context, and used consistently throughout the school.

Word	Teacher Language	Assessment Language	Known and Used by All Students	Explicitly Taught and Assessed	Used Consistently throughout School
caste					
Post-colonial					
intertextuality					
Close reading					
Colonial					
Gender					
Literary terms					
analysis					
appropriation					
intergenerational					
Mood					
tone					
untouchable					
Anglophone					
linearity					
plagiarism					
The "other"					
communism					
Marxism					
Audience					
Cite					
Deconstruct					

ASSESSMENTS

Pre-assessments

Formative Assessments

Teachers may select from any of the following:

— Teacher observation of students' engagement in reading

— Teacher observation of students' responses to/creation of (i.e., spoken or written) text-dependent questions

— Student self-evaluation of student engagement in reading

— Conferring notes about student work (e.g., reader/writer notebook, notes, think sheets) that tracks students' understanding of elements of the story – characters, setting, point of view, plot – and how they interact to develop a theme

— Conferring notes about student work (e.g., reader/writer notebook, notes, think sheets) that tracks students' use of word learning strategies to understand which words they do not know and which word learning strategies they use to determine

ASSESSMENTS

the meaning of the words
— Teacher observation of students' engagement in writing
— Student self-evaluation of student engagement in writing
— Teacher observation of with feedback on examples of formal and informal writing
— Conferring notes about students' writing
— Teacher observation of student behavior and collaborative discussions
— Student self-evaluation of student behavior and collaborative discussions
— Teacher observation of with feedback on student generated questions
— Conferring notes about students' engagement in collaborative discussions

Summative Assessments: Final Performance Tasks

Encourage students to challenge themselves with projects that provide critical interpretations of the text in unique and complex ways. There is no limit to the type of project they might prepare. Past projects have included essays, painting, sculpture, weaving, culinary projects, photography, film and other multimedia, dramatic performances, song, dance, and more. Student projects must present a critical analysis of the text. Students should prepared a short summary of their projects as well as present them.

DATA ANALYSIS & PRIOR KNOWLEDGE NEEDED TO SUPPORT LEARNING

- What is it that students need to know and be able to do prior to this unit?
- How will you determine what students know and can do in preparation for this unit?

Prior to this unit, students need to have an understanding of how to use comprehension strategies, story elements, how to use word learning strategies, citing evidence, working collaboratively, and how to write an informative/expository essay.

Prior to this unit, the teacher will review previous grades, conferencing logs, and portfolios of student work. The teacher will also administer an in-class essay with a small group discussion as a pre-assessment that will inform learning.

DISCIPLINARY LITERACY

- Which texts will be used? Are those texts available in multiple modes? Do the texts include a range of print and digital text in diverse media, lengths, and formats at students' grade and independent levels?
- Which texts will be created? Do the texts include a range of print and digital texts in diverse media, lengths, and formats?

The God of Small Things, Arundhati Roy

Each unit in the guide includes references to required and recommended reading for teachers and students

SEQUENCE OF LESSON PLANS

- Sequence the lesson plans that will be taught within this unit.

  - **Unit 1: Background and Contexts**
  - **Unit 2: Placing the Text: Indian, English, Postcolonial**
  - **Unit 3: Politics and Fiction: The Author as Activist**
  - **Unit 4: Narrative Structure**
  - **Unit 5: Language and Style: Eccentricities of Expression**
  - **Unit 6: Love Relationships, Family Influence, and Gender Politics**
  - **Unit 7: Political and Social Structures – Communism, Caste, Religion**
  - **Unit 8: Environment**
  - **Unit 9: Engaged Readings: Meeting the Author and Preparing for the Spring Student Conference**

SEQUENCE OF LESSON PLANS

INTRA- AND INTERDISCIPLINARY CONNECTIONS

- The Great World Texts model encourages co-teaching and cross-disciplinary instruction of the text throughout the school. Art, music, social studies, history, dance, theatre, culinary arts, and teachers in any discipline are encouraged to think creatively for ways to connect the novel and its context to their own curricula.

- How does this unit connect to other units in the course of study?

  History, social studies, civics, economics, and geography are relevant because the novel explores colonialism, post-colonialism, communism and Marxism.   Science is also relevant because the author is an environmentalist with world-wide concerns. In addition, fine arts teachers could explore elements of Indian art and culture.

- How does this unit connect to other disciplines?
  Critical thinking, research, speaking, reading and writing skills are used throughout.

- How does this unit connect to American Indian Studies, environmental education, global education, and/or financial literacy?

  Connections are made to environmental and global education.

ADDITIONAL CONSIDERATIONS

- What opportunities do students have to
  — be flexible,
  — make choices,
  — take initiative,
  — interact with others,
  — be accountable, and
  — be a leader?

  These opportunities are available throughout the entire project in various ways including: Group discussion. Literary circles, project/collaboration choice and design, and preparation for presentations, etc. In addition, the students have opportunities to practice independence in their reading, critical thinking, research, writing, and analysis.