

Develop a standards-based lesson 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 lesson design—standards, high quality instruction, and a balanced assessment system. A lesson can vary in length, is recursive in nature, and allows students several opportunities for practice.

GENERAL INFORMATION		
Grade 12	Class English/Language Arts	Length of Lesson 3-5 days
Unit Title and Lesson Title Unit Title: Great World Texts in Wisconsin: <i>The God of Small Things</i>		Sequence: Where does this lesson fit within the unit?  Introductory Lesson
	Lesson Title: Exploring India: Background and Overview	

**LESSON OVERVIEW**

This is a lesson plan adapted from [unit one](#) of 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 God of Small Things in Wisconsin](#). [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 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.

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. This exemplar module was prepared by veteran Great World Texts educators, Alex Branderhorst of Washington High School and Denise Beasley of Osseo-Fairchild High School.

This specific lesson plan is an example of how teachers can customize lessons to meet their curricular needs. To understand the context of the novel, students will research and write an informational essay on the culture, geography, and history of India.

**LESSON STANDARDS**

Depending on your individual focus and goals, this lesson can be customized to meet the following lesson standards:

CC.11-12.R.I.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.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

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.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).

	<b>LESSON TARGET(S) and SUCCESS CRITERIA</b>	
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Depending on your individual focus and goals, this lesson can be customized to meet the following lesson targets and success criteria:

What is/are your learning target/s? What does proficiency look like? How will you communicate that to students? *Students will...*

CC.11-12.R.I.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.

- Conduct research to determine which information fulfills their topics of historical and cultural research help support their understanding of *The God of Small Things*

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.

- Read *The God of Small Things* to determine how their cultural and historical research helps them comprehend the novel

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.

- Read *The God of Small Things* to determine how their cultural and historical research helps them comprehend the novel’s characters and events

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,

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**LESSON STANDARDS**


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CC.11-12.R.1.1 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.1.2 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.1.3 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.1.4 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

CC.11-12.R.1.7 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.1.10 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.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).

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**LESSON TARGET(S) and  
SUCCESS CRITERIA**


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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

- Read *The God of Small Things* and determine how words such as caste and untouchable are used in India, along with Roy’s use of unique capitalization, and word pairings create depth in the novel

CC.11-12.R.1.7 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.

- Conduct research using a variety of media of historical and cultural research to help support their understanding of *The God of Small Things*

CC.11-12.R.1.10 Range of Reading and Level of Text Complexity: 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.

- Read a variety of articles about India and the author to help them understand additional information about the culture and history of India and how the information applies to *The God of Small Things*

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.

- Complete graphic organizers based on India's cultural and historical background
- Organize information listed in graphic organizers to fulfill writing assignment
- Write an overview of research
- Use proper citations for research
- Revise and produce a well-constructed final draft including documented research

### ESSENTIAL QUESTIONS

What open-ended, grade-level appropriate questions will prompt exploration, innovation, and critical thinking about the big ideas?

How does fiction 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?

What does where you're from say about who you are?

### LESSON CONCEPTS AND ACADEMIC VOCABULARY

What general academic and domain-specific words deepen student understanding?

Word	Teacher Language	Assessment Language	Known and Used by All Students	Explicitly Taught and Assessed	Used Consistently throughout School
caste					
cite					
Colonial					
communism					
intertextuality					
Marxism					
Post-Colonial					
research					
untouchable					

### ASSESSMENTS

Informational writing assignment

- 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 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

**PRIOR KNOWLEDGE AND  
PRE-LESSON DATA ANALYSIS**

Students should be able to demonstrate

- Basic research skills
- Provide common terms and knowledge to help them understand the context of *The God of Small Things*

**LESSON PROCEDURE**

Lesson Plan	Resources, Materials, and Technology
<ol style="list-style-type: none"> <li>1. Provide student example of student informational essay and rubric</li> <li>2. Students score the example using the project rubric</li> <li>3. Students research basic information about India's geography, history and culture and complete a graphic organizer of their findings</li> <li>4. Students complete a detailed timeline of India including a significant person, location and five additional significant events</li> <li>5. Students research specific cultural items and create a graphic organizer</li> <li>6. Students identify important country attractions and create a graphic organizer and poster</li> <li>7. Students use gathered notes and graphic organizers to write an informational essay about India and citing their research</li> <li>8. Students present their papers in small groups and complete peer evaluations</li> <li>9. Teacher will provide additional key information that students might need to comprehend the novel</li> </ol>	<p>Internet research Graphic organizers Student examples Rubric Poster Map of India <a href="http://humanities.wisc.edu/public-projects/gwt/2012-2013-project/teaching-resources1/">http://humanities.wisc.edu/public-projects/gwt/2012-2013-project/teaching-resources1/</a>  <a href="#">The God of Small Things gallery</a> (examples of student projects and conference presentations)  <a href="#">Unit 1 of The God of Small Things: A Guide for Educators</a></p>

**TEACHER REFLECTION & POST-LESSON DATA  
ANALYSIS**

Feedback will be provided to students through conferring and written feedback on their writing and group discussions.