

12th Grade Elective: Latin American Literature

Course Overview: This course provides a survey of the development of Latin American literature and its interactions with media, culture, politics in the region and its eventual convergence with popular-culture and globalization. These interactions offer various perspectives on what Latin America means today. This is why it is important to review literary movements, such as Romanticismo, modernismo, vanguardismo, the Boom, Post-Boom/MacOnDo without dismissing literature from the indigenous population and colonial period, in order to contextualize Latin America today and its contemporary cultural productions throughout regions of Latin America. Introduction to Latin American literature serves as an interdisciplinary gateway course for the high school student interested in broadening their global knowledge of literature, offering an introduction to issues and themes that shape contemporary Latin American society and culture today and its relationship to the United States and the world at large. It is not possible to provide every aspect of Latin American literature history in one course; however, an overview of pivotal moments in Latin American history in conjunction with literary periods/movements in Latin America can afford opportunities to closely examine the past to understand several issues that loom large in Latin America today. Latin American Literature, in English translation, from the Colonial era to the present, introduces students to major literary topics and themes within a variety of Latin American nations and cultures, including indigenous and Afro-Latin voices.

Month/ Unit Name	CCLS Standards	Guiding Questions	Skills	Suggested Assessments/ Activities	Key Vocabulary
Unit 1- Introduction to Latin American Literature Literature of Conquest, Slavery & Colonialism [September 4-25: weeks 1-3]	CCSS.ELA-Literacy.RL.11-12.4 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.) CCSS.ELA-Literacy.RI.11-	Why study Latin American literature? What is included in Latin American literature? Who are the Latin American writers? What are the three main regions of Latin America? What were the reasons for Spain's conquest of Latin America?	Reading Annotate text for purpose Read literature to gain insight and perspective into Latin American literature Build background knowledge on L.A. literature Gain knowledge on time periods and how literature reflects that Practice close reading skills Writing Critically respond to literature	Reading <ul style="list-style-type: none"> Last Chapter excerpted from <i>General History and Nature of the Indies</i> (Chronicle) by Gonzalo Fernández (1526) Last Chapter excerpted from <i>The General History of the Things of New Spain</i> transliterated by Bernadino de Sahagún (1569) Excerpts from <i>Codex Florentino</i> by León-Portilla (Chronicle—Historical Narrative) 	colonialism, chronicles, viceregal, culture, diversity, region, transatlantic slave-trade, post-colonial, mestizo, mulatto, transculturation, Nahuatl, Aztec, Inca, Mayan, Yoruba, Igbo, Hausa, Ewe, Akan, Bantu, Garífuna, zambo, cafuzo, Quechua,

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	<p>12.5 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. CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-Literacy.SL.11-12.1 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. CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their</p>	<p>What were the effects of Spain’s conquest on indigenous text?</p> <p>How has this period of Latin America influenced developments in future literature?*</p> <p>What were the literary achievements of the native cultures of Latin America?</p> <p>How did colonization impact Latin America?</p> <p>Who were the chroniclers of the Conquest period?</p> <p>What did the chroniclers write about?</p>	<p>through various modes of writing</p> <p>Respond in a journal to various concepts in the unit</p> <p>Begin constructing responses to text-dependent questions</p> <p>Begin the practice of writing from sources</p> <p>Speaking and Listening</p> <p>Work in a group to present a powerpoint on various topics in the unit</p> <p>Present to the class</p>	<ul style="list-style-type: none"> • <i>African Experience in Colonial and Post-Colonial Latin America</i> (Article) by David Sheinin (1999) • Excerpt from <i>Black Conquistadors</i> by Mathew Restall • <i>The Tupac Amaru Rebellion: Anticolonialism and Protonationalism in Late Colonial Peru</i> by Peter Elmore <p>Writing</p> <ul style="list-style-type: none"> • <i>Timeline Concept handout</i> • <i>Rough Timeline of Writings and Literature of Conquest, Slavery Colonialism</i> • <i>Maps of Latin American Regions handout</i> • Journal Entries: <i>Conquest</i> • Journal Entries: <i>Slavery</i> 	<p>pau-brasil, runasimi, mellquis, hauri, hayllis</p>
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	<p>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.</p> <p>CCSS.ELA-Literacy.RI.11-12.1 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.</p> <p>CCSS.ELA-Literacy.RI.11-12.2 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.</p> <p>CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain</p>			<ul style="list-style-type: none"> • <i>Journal Entries: Colonialism</i> • Summary 1 • Summary 2 • Critical Response 1 • Critical Response 2 • Group #1 Presentation ppt (To be discussed)—Sign-up Sheet • <i>Map Quiz</i> • <i>Timeline Quiz</i> • <i>Literature of Conquest, Slavery & Colonialism M.C./Short Answer Response/Identification (9/26-27)</i> 	
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	<p>how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>CCSS.ELA-Literacy.SL.11-12.1 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.</p>				
<p>Unit 2- Indigenous Literature</p> <p>[September 30- October 18: weeks 4-6]</p>	<p>CCSS.ELA-Literacy.RI.11-12.1 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.</p> <p>CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text,</p>	<p>What is indigenous literature?</p> <p>How does geography affect the way people see the world and write about the world?</p> <p>What are the lifestyles, beliefs, traditions, laws, and social/cultural needs and wants of the peoples of Latin America?</p> <p>What are Indigenous Codices and their</p>	<p>Reading</p> <p>Annotate text for purpose</p> <p>Read literature to gain insight and perspective into Latin American literature</p> <p>Build background knowledge on geography and how it relates to L.A. literature</p> <p>Gain knowledge on culture and backgrounds of various Latin American people</p>	<p>Reading</p> <ul style="list-style-type: none"> • Excerpts from <i>Popol-Vuh</i>—Transcription of Indigenous Religious Legends • <i>Ollantay</i>—(Play) (Pre-Colombian) Performed by the direction of Father Antonio Valdéz around 1780 near Cuzco in the presence of Tupac Amaru II, the Inca chieftain who rebelled against the Spanish. • http://www.sacred-texts.com/nam/inca/oll/oll01.htm 	<p>Aztecs, Maya, Inca, Codices, performative poetry, Quechuan verse, xopancuicatl (songs of spring time), xochicuicatl (flowery songs), totocuicatl (songs of birds), michcuicatl (songs of fish), icnocuicatl (songs of orphan-hood),</p>

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	<p>including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.11-12.3 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.</p> <p>CCSS.ELA-Literacy.SL.11-12.1 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.</p> <p>CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-Literacy.W.11-</p>	<p>relationship to literature, philosophy and religion?</p>	<p>Practice close reading skills</p> <p>Writing</p> <p>Critically respond to literature through various modes of writing</p> <p>Respond in a journal to various concepts in the unit</p> <p>Begin constructing responses to text-dependent questions</p> <p>Begin the practice of writing from sources</p> <p>Speaking and Listening</p> <p>Work in a group to present a powerpoint on various topics in the unit</p> <p>Present to the class</p>	<p>Writing</p> <p><i>Rough Timeline of Writings and Indigenous Literature</i></p> <p><i>Maps of Latin American Regions</i> <i>handout</i></p> <p>Journal Entries: <i>Popol-Vuh</i></p> <p>Journal Entries: <i>Religion</i></p> <p>Summary 3</p> <p>Summary 4</p> <p>Critical Response 3</p> <p>Critical Response 4</p> <p>Group #2 Presentation ppt (To be discussed)—Sign-up Sheet</p> <p>Quiz 3</p> <p>Quiz 4</p> <p><i>Popol-Vuh M.C./Short Answer Response/Identification</i></p> <p><i>Religion M.C./Short Answer Response/Identification</i></p>	<p>yaocuicatl (songs of war), Popol Vuh, codices,</p>
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	<p>12.2 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.</p>				
<p>Unit 3-19th Century: <i>Nacionalismo_Romanticismo</i></p> <p>[October 21- November 26: weeks 7-12]</p>	<p>CCSS.ELA-Literacy.RL.11-12.2 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.</p> <p>CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure</p>	<p>Why did Latin American countries desire independence from the Spanish monarch?</p> <p>How did Latin American countries achieve independence?</p> <p>What political and social factors have impacted the development of Latin American literature?</p>	<p>Reading</p> <p>Read and compare/contrast several pieces of text</p> <p>Practice close reading</p> <p>Annotate text</p> <p>Writing</p> <p>Continue working on responses to text-dependent questions</p> <p>Write reflectively in journal</p> <p>Begin sharing/editing work with peers</p> <p>Continue writing from sources</p> <p>Synthesize ideas from literature into own writing</p>	<p>Reading</p> <p><i>Introduction to Early Nineteenth-Century Literature</i> Nacionalismo <i>The Jamaica Letter: Response from a South American to a Gentleman from This Island</i> (Essay) by Simón Bolívar (1815)—Latin America* Excerpts from <i>Facundo: Civilization and Barbarism</i> (1845)—Argentina Romanticismo <i>Iracema</i> (Novel) by José de Alencar (1865)—Brazil Excerpts from <i>Autobiografía de un esclavo</i> by Juan Francisco Manzano (1839)—Cuba Excerpt from <i>Sab</i> by Gertrudis Gómez de Avellaneda (1841)—Cuba</p>	<p><i>nacionalismo, realismo, romanticismo, deus ex machine, peninsular, subjectivism, identity, melodrama, superstition, liberalism, topos, melancholy, criollo, silvas, culto, fable, federales, unitarios, costumbrista, hybrid text, picaresque,</i></p>

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	<p>makes points clear, convincing, and engaging. CCSS.ELA-Literacy.W.11-12.2 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. CCSS.ELA-Literacy.SL.11-12.1 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.</p>		<p>Speaking and Listening Presentation skills Collaborate with peers to create a presentation</p>	<p>Writing</p> <p><i>Rough Timeline of Writings and Nacionalismo/Romanticismo Literature</i></p> <p><i>Maps of Latin American Regions</i> <i>handout</i> Journal Entries: <i>Nacionalismo</i></p> <p>Journal Entries: <i>Romanticismo</i> Summary 5 Summary 6 Critical Response 5 Critical Response 6 Group #3 Presentation <i>ppt</i> (To be discussed)—Sign-up Sheet Essay 1— <i>Realismo/Nacionalismo/Romanticismo</i> (To be discussed) Quiz 5 Quiz 6 <i>Romanticismo M.C./Short Answer</i> <i>Response/Identification</i> <i>Nacionalismo M.C./Short Answer</i> <i>Response/Identification</i></p> <p>Speaking and listening Self-evaluation to enhance presentation skills.</p>	
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				Peer evaluation and audience participation	
<p>Unit 4- Modernidad_Vanguardismo: 1900-1950's</p> <p>[December 2-January 23: weeks 13-18]</p>	<p>CCSS.ELA-Literacy.W.11-12.4 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)</p> <p>CCSS.ELA-Literacy.W.11-12.5 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 here.)</p> <p>CCSS.ELA-Literacy.RL.11-</p>	<p>To what extent are people limited by their socioeconomic situation and class structure?</p> <p>How does the historical context of industrialization and American industries influence the expression of identity in Latin America?</p> <p>What is the significance of life for the authors and their characters, and how do these views relate to their ideas and beliefs surrounding death?</p>	<p>Reading Understand craft and structure as it relates to prose and poetry</p> <p>Close reading</p> <p>Pulling details in text to support a claim or argument</p> <p>Annotate the text with a purpose</p> <p>Writing Continue building on skills of writing from sources, answering text-dependent questions, writing reflectively, and working on the writing process</p> <p>Speaking and Listening Continue building on skills of presentation, discussion and collaboration</p>	<p>Reading Precursor to Modernismo Selected poems from <i>José Martí: Major Poems</i> (1890's)</p> <p>Modernismo <i>Azul</i> (Short Prose poem) by Rubén Darío (1905)-- Nicaragua</p> <p><i>Wilderness</i> (Short Story) by Horacio Quiroga (1918)— Uruguay</p> <p align="right"><i>Don Segundo Sombra</i> (Novel) by Ricardo Güiraldes (1926)— Argentina</p> <p>Excerpts from <i>Men of Maize</i> (Novel) by Angel Asturias (1949)— Guatemala</p> <p>Vanguardismo <i>Song of the Simple Truth: The Complete Poems</i> (1939) by Julia de Burgos—Puerto Rico</p> <p><i>Selected Poems (1930's-1940's)</i> by Pablo Neruda</p>	<p><i>modernismo, vanguardismo, prose, short prose poem, sonnets, elegy, ironic, parodic, zampoña, aestheticism, exoticism, cosmopolitanism, escapism, skepticism, indifference to moral issues, "fascination with death", pessimism, melancholy, sociocultural, geopolitical, Metaphors & Symbols: ideal realm of regal splendor, favorite symbols of elegance: swan, peacock, lily, precious</i></p>

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	<p>12.1 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.</p> <p>CCSS.ELA-Literacy.RL.11-12.2 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.</p> <p>CCSS.ELA-Literacy.RL.11-12.3 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).</p>			<p><i>Real Cities: Stories</i> by Rosario Castellanos (1960)—Mexico</p> <p><i>Man-Making words: Selected Poems (1950’s)</i> by Nicolás Guillén –Cuba</p> <p><i>Culture and the Woman</i> (Essay) by Camila Henríquez Ureña (1949)—Dominican Republic</p> <p>Excerpts from <i>Pedro Paramo</i> (Novel) by Juan Rulfo (1955)—Dominican Republic</p> <p><i>The Burning Plain and other Stories</i> (Short Stories) by Juan Rulfo (1953)—Dominican Republic</p> <p>Writing</p> <p><i>Rough Timeline of Writings and Modernidad/Vanguardismo Literature</i></p> <p><i>Maps of Latin American Regions</i> handout</p> <p>Journal Entries: <i>Modernismo</i></p> <p>Journal Entries: <i>Vanguardismo</i></p> <p>Summary 7</p> <p>Summary 8</p> <p>Critical Response 7</p> <p>Critical Response 8</p> <p>Group #4 Presentation ppt (To</p>	<p>gems, and the nocturne, mechanized labor, <i>braceros</i></p>
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				<p>be Discussed)—Sign-up Sheet Quiz 7 Quiz 8 <i>Modernismo M.C./Short Answer Response/Identification/Short Essay Response</i></p> <p><i>Vanguardismo M.C./Short Answer Response/Identification/Short Essay Response</i></p>	
<p>Unit 5-The Latin American Boom/Boom Femenino: 1960's-1980's</p> <p>[February3-March 21: weeks 19-24]</p>	<p>CCSS.ELA-Literacy.W.11-12.4 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)</p> <p>CCSS.ELA-Literacy.W.11-12.5 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</p>	<p>What is the Literary Boom of Latin America?</p> <p>What questions does literature pose in relationship to reality and fantasy?</p> <p>According to the Boom writers, what is the meaning of life and how does it relate to the concept of, or belief in, death?</p> <p>How do sociocultural, historical, and political contexts of Latin America influence the expression of identity?</p>	<p>Reading</p> <p>Close Reading</p> <p>Providing Textual details to support a claim</p> <p>Comparing and contrasting various author's style, voice and approach</p> <p>Identifying literary techniques and elements and examining the affect it has on the reader</p> <p>Writing</p> <p>Writing from sources</p> <p>Reader response</p> <p>Responding to text-dependent questions</p>	<p>Reading</p> <p><i>One Hundred Years of Solitude</i> (Novel) by Gabriel García Márquez (1967)—Colombia</p> <p><i>The Road to Santiago</i> (Novella) by Alejo Carpentier</p> <p><i>The Awakening</i> (Short Story) by Claribel Alegria (1962)--Nicaragua</p> <p><i>New Islands</i> (Short Story) by María Luisa Bombal (1982)—Chile</p> <p><i>The House</i> (Short Story) by Julieta Campos (1968)—Cuba</p> <p>Jorge Luis Borges "The Aleph"</p>	<p>Boom, interrogative novel, socioeconomic, geopolitical, sociocultural, identity, avant garde poetry, magical realism, construction of plot, point of view, fantastic, surreal, metaphysical, cyclic, existentialism, anti-romanticism, pessimism</p>

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	<p>should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.) CCSS.ELA-Literacy.RL.11-12.1 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. CCSS.ELA-Literacy.RL.11-12.2 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. CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g.,</p>	<p>How do socioeconomic, cultural, and geopolitical contexts impact interpersonal relations in Latin America?</p> <p>How did the legacies of the Incas, Mayas, and Aztecs affect present day cultures in Latin America and its literature?</p> <p>What is magical realism?</p> <p>What is an allegory?</p>	<p>Evidence based claims writing</p>	<p>“Axolotl” (Short Story) by Julio Cortazar (1956)—Argentina</p> <p>Joao Guimaraes Rosa "The Third Bank of the River"</p> <p>Clarice Lispector "Love" Julio Cortozar "Blowup"</p> <p>Maria Luisa Puga "Naturally"</p> <p>Julio Ramon Ribeyro "The Wardrobe, the Old Man and Death"</p> <p>Moacyr Scliar "Van Gogh’s Ear"</p> <p>Gabriel Garcia Marquez "The Handsomest Drowned Man in the World"</p> <p>Jorge Luis Borges "The Circular Ruins"</p> <p>Rosa Maria Britton "The Wreck of the Enid Rose"</p> <p>Writing</p> <p><i>Rough Timeline of Writings of Boom Literature</i> <i>Maps of Latin American Regions</i> <i>handout</i></p>	
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	<p>where a story is set, how the action is ordered, how the characters are introduced and developed).</p>			<p>Journal Entries: <i>Nacionalismo</i> Journal Entries: <i>Romanticismo</i> Summary 9 Summary 10 Critical Response 9 Critical Response 10 Group #5 Presentation <i>ppt</i> (To be discussed)—Sign-up Sheet Quiz 10 <i>The Boom Writers M.C./Short Answer</i> <i>Response/Identification</i> <i>The Boom Femenino</i> <i>M.C./Short Answer</i> <i>Response/Identification</i></p>	
<p>Unit 6-McOndo Movement/Post-Boom: Late 1980's-Present [March 24-April 11: weeks 25-27]</p>	<p>CCSS.ELA-Literacy.W.11-12.4 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) CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p>	<p>Can we postulate some general characteristics of the Post-Boom? In other words, what does the term mean? Post-Boom is also referred to the McOndo Period, what exactly is this term, McOndo alluding to? What is reader-friendly? Can we, as yet, say</p>	<p>Reading Close Reading Providing Textual details to support a claim Comparing and contrasting new author's style, voice and approach with the other authors read in previous units Identifying literary techniques and elements and examining the affect it has on the reader Writing</p>	<p>Reading <i>Miss Florence's Trunk</i> (Novella) by Ana Lydia Vega (1994)—Puerto Rico <i>I, Rigoberta Menchu</i> (Testimonio) by Rigoberta Menchu (1984)—Guatemala <i>If You Would Allow to Speak</i> (Testimonio) by Domitila Chúngara (1978)—Bolivia <i>From Exile</i> (Short Story) by Mariella Sala (1984)—Peru Excerpts from <i>Like Water for</i></p>	<p>Post-Boom, declaratory novel, McOndo, post-modernism, <i>testimonio</i>, <i>fait accompli</i>, melodramatic, <i>americanismo</i>, ambiguous, colloquialism, working class, youth-culture, <i>cotidianeidad</i>, <i>guaracha</i>, <i>ritornello</i>, reality, truth-telling, Bildungsroman</p>

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	<p>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 here.)</p> <p>CCSS.ELA-Literacy.RL.11-12.1 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.</p> <p>CCSS.ELA-Literacy.RL.11-12.2 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.</p> <p>CCSS.ELA-Literacy.RL.11-</p>	<p>anything useful about periodization? In other words, when did the Post-Boom begin?</p> <p>Can we name a suitable group of representative Post-Boom novelists? In other words, who are the Post-Boomers?</p> <p>Can we relate the Post-Boom convincingly to Postmodernism? In other words, where does the Post-Boom fit?</p> <p>How did the legacies of the Incas, Mayas, and Aztecs affect present day cultures in Latin America and its literature and previous literary movements influence the Post-Boom writers?</p>	<p>Writing from sources</p> <p>Reader response</p> <p>Responding to text-dependent questions</p> <p>Evidence based claims writing</p>	<p><i>Chocolate</i> (Novel) by Laura Esquivel (1989)—Mexico</p> <p><i>Maya’s Notebook</i> (Novel) by Isabel Allende (2013)—Chile</p> <p><i>Memories of the Oblique</i> (Short story) by María Luisa Puga (1987)—Mexico</p> <p>Writing <i>Rough Timeline of Writings and McOndo/Post-Boom Literature</i></p> <p><i>Maps of Latin American Regions</i> handout</p> <p>Journal Entries: <i>McOndo Movement/Post-Boom</i></p> <p>Journal Entries: <i>McOndo Movement/Post-Boom</i></p> <p>Summary 11</p> <p>Summary 12</p> <p>Critical Response 11</p> <p>Critical Response 12</p> <p>Group #6 Presentation <i>ppt</i> (To be discussed)—Sign-up Sheet</p>	
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	<p>12.3 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).</p>			<p>Essay 2 <i>Boom</i> vs. <i>McOndo</i> (To be discussed)</p> <p>Quiz 11</p> <p>Quiz 12</p> <p><i>McOndo/Post-Boom</i> <i>M.C./Short Answer</i></p> <p><i>Response/Identification/Short Essay</i></p>	
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<p>Unit 7- Transnationalism /Latina/o Literature in North America Today</p> <p><i>[April 21-May 9: weeks: 28-30]</i></p>	<p>CCSS.ELA-Literacy.RI.11-12.1 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.</p> <p>CCSS.ELA-Literacy.RI.11-12.2 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.</p> <p>CCSS.ELA-Literacy.RI.11-12.3 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.</p> <p>CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive</p>	<p>What is Latina/o literature in North America?</p> <p>What is transnationalism?</p> <p>What are common and not so apparent issues in the Latina/o community?</p> <p>What does it mean to be human, and how does race, region, and culture shape human experience?</p> <p>How can we as students, further examine Latina/o American identity, culture, and experience through literature? How do your cultural beliefs conflict or coincide with the cultural beliefs represented in the texts?</p> <p>Have you ever been in a situation similar to the experiences of the characters?</p>	<p>Reading</p> <p>Close Reading</p> <p>Providing Textual details to support a claim</p> <p>Comparing and contrasting new author’s style, voice and approach with the other authors read in previous units</p> <p>Analyzing Informational text</p> <p>Identifying literary techniques and elements and examining the affect it has on the reader</p> <p>Writing</p> <p>Writing from sources</p> <p>Reader response</p> <p>Responding to text-dependent questions</p> <p>Evidence based claims writing</p>	<p>Reading</p> <p><i>How I Started to Write</i> (Personal Essay) by Carlos Fuentes (1990)</p> <p>Unit Readings will be taken from <i>The Norton Anthology of Latino Literature</i> (2011)</p> <p>Writing</p> <p><i>Rough Timeline of Writings and Latina/o Literature in North America</i></p> <p><i>Transnational Map of Latin American & North American Region</i> <i>handout</i></p> <p>Journal Entries: Transnationalism</p> <p>Journal Entries: <i>Latina/o Literature in N.A.</i> Summary 13 Summary 14</p> <p>Critical Response 13 Critical Response 14 Group #7 Presentation <i>ppt</i> (To be discussed)—Sign-up Sheet Quiz 13 Quiz 14</p>	
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	<p>topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-Literacy.W.11-12.1a 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.</p>	<p>In your own life, how do you maintain your individualism within cultural and social expectations?</p> <p>How were your stereotypes of another culture (you do not need to name the culture or describe the stereotype) challenged by the reading material?</p> <p>How did the legacies of the Incas, Mayas, and Aztecs affect present day cultures in Latina/o literature?</p> <p>What is dangerous about automatically recalling stereotypes when you meet someone?</p> <p>How do we counteract the damage created by stereotypes?</p> <p>How do stereotypes influence how individuals define</p>		<p><i>Transnationalism M.C./Short Answer</i> <i>Response/Identification</i> <i>Latina/o Lit/N.A. M.C./Short Answer</i> <i>Response/Identification/Short Essay</i> <i>Response</i></p>	
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themselves?

How do you feel defined by other people?

How does living within cultural expectations define an individual?

How can breaking from those expectations define an individual?

What are the causes, implications, and effects of changes of role or identity?

What mythology in the stories read seems to suggest about the Latina/o human condition?

Based on the works read in class, how do the authors use time, space, repetition, characterization, point-of-view, and tone to build meaning?

How are the flashbacks and "stories" within

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		<p>stories reflective of African/Indigenous tribes mythology and oral tradition?</p> <p>How does the sequence of events, the seasons or time of day in which events happen contribute to the meaning of a scene or the work as a whole?</p> <p>What are the implications of the relationships between the changing scenes and the events that happen in those places?</p> <p>How are the habits of characters important to building the theme of each story?</p> <p>Are there certain things that happen repeatedly in the same place? At the same time? How are these patterns useful in determining the meaning of a text?</p>			
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How does the type of p.o.v. contribute to the text (1st, 3rd limited vs. omniscient), How does the age or gender of the narrator influence how the world in the text is perceived? Why is this important to the work's theme?

How does an author's language contribute to the tone of a text?

What meaning can we infer from the tone of an author's language given the circumstances it relates?

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<p>Unit 8- Globalization & Popular Culture</p> <p>[May 12-June 13: weeks 31-35]</p>	<p>CCSS.ELA-Literacy.RI.11-12.1 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.</p> <p>CCSS.ELA-Literacy.RI.11-12.2 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.</p> <p>CCSS.ELA-Literacy.RI.11-12.3 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.</p> <p>CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive</p>	<p>How has history influenced South America's culture and literature?</p> <p>How has colonization influenced the culture and literature of South America?</p> <p>How has the history of colonization influenced the cultures of Latin America?</p> <p>How does the contemporary cultures of each region reflect its history ?</p> <p>Why is it important to recognize cultural differences when considering a person's perspective?</p> <p>How do individual countries' cultures differ in Latin America?</p> <p>How have the different aspects of culture changed over the years?</p>	<p>Reading</p> <p>Close Reading</p> <p>Providing Textual details to support a claim</p> <p>Comparing and contrasting new author's style, voice and approach with the other authors read in previous units</p> <p>Identifying literary techniques and elements and examining the affect it has on the reader</p> <p>Writing</p> <p>Writing from sources</p> <p>Reader response</p> <p>Responding to text-dependent questions</p> <p>Evidence based claims writing</p>	<p>Reading</p> <p>Excerpts from <i>Motorcycle Diaries</i> (Travel Logue/Memoire) by Che Guevarra (Diary entry began in 1952/First published in 1993).</p> <p>Watch either: <i>Cidade de Deus</i> (2003) or <i>Motorcycle Diaries</i> (2004) (Due to content, approval from parents and school is required).</p> <p>Deborah Shaw. "Latin American Cinema Today." <i>Contemporary Latin American Cinema</i> (2007), pp. 1-10</p> <p>Claire Williams. <i>Los diarios de motocicleta</i> as Pan-American Travelogue (A Revisit). <i>Contemporary Latin American Cinema</i> (2007), pp. 11-28</p> <p>Else R. P. Vieira. <i>Cidade de Deus: Challenges to Hollywood, Steps to The Constant Gardener.</i> <i>Contemporary Latin American</i></p>	<p>Globalization pop-culture youth-culture cinema, Latin American Film festival, genre, post-colonialism, post-modernism, displacement, reggaeton, salsa, merengue, bachata, transnationalism media, rhetorical modes, carnivalesque, metanarrative, surrealism, cyclic</p>
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	<p>topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-Literacy.W.11-12.1a 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.</p>	<p>How do individual countries' cultures differ from the past to the present?</p> <p>How is pop- culture affected by the rapidly changing societies?</p> <p>How has Latin American literature influence cinema? How have cultures in South America been modernized?</p> <p>How is culture affected by the modernization of societies?</p> <p>What is the present day relationship of Latin America and the world? What are the present cultural productions of Latin America?</p> <p>How does culture influence music?</p>		<p><i>Cinema</i> (2007), pp. 51-66</p> <p>Alma Guillermoprieto. <i>Samba</i> (1991), pp. 3-86</p> <p>Alma Guillermoprieto. <i>Samba</i> (1991), pp. 87-166</p> <p>Alma Guillermoprieto. <i>Samba</i> (1991), pp. 166-242</p> <p>Duncan Earle. "Metaphor of the Day in Quiché, Guatemala: Notes on the Nature of Everyday Life" in <i>On Earth as It Is in Heaven</i> (2000), pp. 71-106</p> <p>Writing</p> <p><i>Rough Timeline of Writings Pop-Culture Literature/Media</i></p> <p><i>Conceptualizing a Globalization Map</i> <i>handout</i></p> <p>Journal Entries: <i>Globalization</i></p> <p>Journal Entries: <i>Popular Culture</i></p> <p>Summary 15</p> <p>Summary 16</p>	
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