

IB World Literature Unit 2: A Doll's House by Henrik Ibsen

Essential Questions:

1. How do external forces shape the individual? internal forces?
2. What happens to the individual who does not conform to society's expectations?
3. What is an individual's responsibility to one's self, their family, and their community?
What happens when these responsibilities come into conflict with one another?
4. How do the characters of literature reflect the values of a culture or time?
5. What is symbolism, and how do authors use this device to enhance a story?
6. How can authors build tension in a story and use it to engage readers?

Date	Synchronous/Collaborative Work	Asynchronous/Independent Work
Wed., Sept. 30	1. Intro new unit.	1. Read Act 1 and They Say/I Say 2. Work on Think Piece 1 (due Friday!)
Fri., Oct. 2	1. Discuss Act 1	1. Read Act 2 and They Say/I Say 2. Independent Reading Log 2 3. Finish Think Piece 1 (due by 11:59 pm!)
Mon., Oct. 5	1. Discuss Act 2	1. Read Act 3 and They Say/I Say 2. Quick Write 3. Vocab Set 2
Wed., Oct. 7	1. Discuss Act 3	1. Think Piece 2 (due Fri., Oct. 16 by 11:59 pm) 2. Read Author's Foreword for <u>Miss Julie</u> 3. Independent Reading Log

They Say/I Say Prompt: This unit, we will focus on symbolism. Select and cite 2 quotes from each reading that include a symbol and offer your original analysis of each.

Think Piece Prompt: Compare a character (Nora, Torvald, Dr. Rank, Mrs. Linde, Krogstad, or the children) to a character from Medea (Medea, Jason, Nurse, Creon, Aegaeus, or the children).

- 250-500 words
- any genre you wish

Discussion Guidelines:

- Each **INDIVIDUAL** discussion leader: Write 2 prompts/questions about the reading assignment. We will focus on the unit Essential Questions. All student-created prompts should link to those big ideas in some way. Post your prompts in the designated page in Collaboration Space on Class Notebook by the start of class so everyone can access them.
- Discussion leader **TEAMS**: Y'all are in charge on your assigned date! Come off mute to share your prompts and questions. Call on classmates to determine whose turn it is to speak.
- **Everyone else**: Participate! Come to class ready to share ideas. That means you've read the assignment and completed your They Say/I Say notes. Raise your hand, come off mute, and share your ideas. Cite evidence from the assigned reading. If you are absent or unable/unprepared to speak during class, you can make up discussion points by writing a response to at least one prompt and citing evidence by 11:59 pm on the last day of the unit (last day this unit = Fri., Oct. 16).
 - **5 pts**: Speaks at least once, *advancing* the discussion (not repeating another answer – helping the discussion move forward by elaborating, disagreeing, etc.), saying something insightful and interesting that shows accurate understanding of the reading, and citing new evidence to support your interpretation/analysis.
 - **4 pts**: Speaks at least once but might say something less interesting/insightful than a level 5 answer. Cites evidence to support ideas.
 - **3.5 pts**: Speaks at least once but might not advance the discussion. Does not cite evidence to support ideas.
 - **2.5 pts**: Present for discussion, but does not speak.