**Homegoing by Yaa Gyasi (NUSTEP Introduction to Literature)**

| **Essential Questions** |  | Though Effia and Esi are separated, how do the experiences of their descendents parallel each other? | How does Gyasi illustrate the generational struggles that emanate from the slave trade? | How are people affected by shame? | What do characters run from - or run to - throughout the novel? | What are the enduring effects of slavery on motherhood and fatherhood and the ability of adults to love? |
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| **Unit Theme(s)** |  | Exploration of heritage and identity of Africans and African Americans throughout history. | Thenegative impact of racism, slavery, and systemic oppresion. | Colonization as a destructive force due to the devaluing of cultures and perception of inferiority to Europeans. | The importance of family, especially between parents and children. | The negative impact of gender stereotypes, sexism, and violence. |
| **Assessment(s)** |  | Character analysis and reflective discussions | Research and analysis of cultural references throughout the novel. | Literary technique and effect on meaning in short stories | Literary technique and effect on meaning in poetry | Literary Analysis Essay |
| **Prerequisite Knowledge** |  | Analytical writing  Supporting traits with evidence  Using direct details as evidence | Library databases  Web-based research  Note-taking  MLA (or other) style  Close reading  Analytical writing | Text analysis of short stories, novels, poetry | Literary elements and techniques in poetry  Understanding of writer’s choices effects on meaning  Close reading of poetry  Analytical writing | Quote analysis  Analytical writing  Literary Elements |
| **Reading** |  | **Extended text -**  **Homegoing by Yaa Gyasi** | **Companion text - high interest**  **Twelve Years a Slave movie (2016)** | **3-5 short complex texts**  “September 15, 1963: 16th Street Baptist Church Bombing” by Rita Dove and Camille T. Dungy  “August 2005: Hurricane Katrina” and “Middle Passage”by Clint Smith  “1776” by Eve L. Ewing  “Girl” by Jamaica Kincaid | **Digital texts and resources**  Online copy of Homegoing by Yaa Gyasi  [HOMEGOING Read Online Free Without Download - PDF, ePub, Fb2 eBooks by Yaa Gyasi (readanybook.com)](https://www.readanybook.com/online/587779)  “Where are you really from?” PBS video (16:28)  [Say It Loud:Where Are You REALLY From? Season 1 Episode 14 - Bing video](https://www.bing.com/videos/search?q=where+are+you+really+from+pbs+video&docid=608045529604980355&mid=A0A66E75FC87BF4FC15CA0A66E75FC87BF4FC15C&view=detail&FORM=VIRE)  “Yaa Gyasi discusses debut novel” WSJ video (3:02)  [Yaa Gyasi Discusses Debut Novel 'Homegoing' - Bing video](https://www.bing.com/videos/search?q=Yaa+gyasi+discusses+debut+novel+WSJ+video&docid=608007725303990557&mid=DD20C9B82CE10A80DCE4DD20C9B82CE10A80DCE4&view=detail&FORM=VIRE)  CNN Anderson Cooper interview with Barack Obama (8:02)  [President Obama in Ghana at the Cape Coast Dungeons‏ pt 1-2](https://youtu.be/0gmDoon_yC0) |  |
| **NUSTEP Introduction to Literature Student Learning Objectives**  **The following NUSTEP course learning objectives are a consistent expectation in all work during the unit:** | 1. Students will read attentively, closely, critically, and effectively using primary texts through quotation and reference, drawing supported conclusions that reach beyond generalizations. | 2. Students will demonstrate an ability to analyze a literary text in a way that synthesizes critical approach, historical context and/or ideological orientation.  3.Understand the role of storytelling and reading as a form of social awareness. | 3. Students will develop and challenge their thinking through scholarly engagement with secondary sources. | 4. Students will thoughtfully, coherently, and persuasively. | 4a.Students will write thoughtfully, coherently, and persuasively  4b.Students effectively use evidence to support and develop the central point. | 4c.Students develop points in argument in an orderly manner.  4d.Students demonstrate appropriate writing mechanics |
| **Writing** | **Research Project** | **Analytical** | **Narrative** | **Routine writing** | **Digital Writing Resources** |  |
|  | Conduct research on better understanding the relevant and prevalent historical references included in the text.  Topics include:  Cape coast castle  Anglo-Ashanti Wars  Introduction of guns and ammunition to African countries  The Golden Stool  Atlantic slave trade  Fugitive Slave Act  Great Migration  African independence movements | Poetry analysis and connection to novel.    Poetry Analysis: Writer’s use of literary techniques to create meaning    Text Analysis:  Choose from four options to create an original, thoughtful, and engaging analysis of important aspects of the novel including themes, conflicts, setting, characters, and themes. | Reflection on personal family lineage and its impact on writer  Reflection on students’ desire for their future legacy | Reflection and analysis of text throughout the text.  Literary argument response that is supported with evidence from the text and original commentary to demonstrate understanding of the novel. | Students will submit typed formal essays through Microsoft Teams for teacher review and revisions.  Students will submit writing for peer review and make revisions based on peer and teacher feedback.  Formal and informal work will be submitted through Microsoft Teams |  |
| **Literary Perspectives Goals**  **The following NUSTEP Introduction to Literature goals are a consistent expectation in all work during the unit:**  **General Education Goals:**  **The following NUSTEP Introduction to Literature general education goals are a consistent expectation in all work during the unit:** | 1.Students will analyze complex themes of gender, sexuality, race, nationality, and other aspects of identity in order to reflect on contemporary society.  1.Demonstrate understanding of core critical thinking skills of literary study | 2. Examine the historic, socio-cultural, and political influences on the writer’s works.  2.Demonstrate the ability to ethically attribute sources of information. | 3.Understand the role of storytelling and reading as a form of social awareness.  3.Demonstrate the ability to communicate effectively through written means. | 4.Demonstrate knowledge of current professional ethical norms and expectations |  |  |