

Course: English 2
Unit 1 - Voices of Rights and Equality

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human

Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4. 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 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Note: All curriculum writers/revisionists need to include standards that apply to "Career Readiness, Life Literacies, and Key Skills". This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Transfer Goal:

Students will be able to independently or collaboratively apply their learning to explore concepts of rights and equality as portrayed in literature, media, and society.

As aligned with LRHSD Long Term Learning Goal(s):

- make connections between and among texts as well as real-life experiences
- produce and engage in a range of conversations using a variety of media and formats
- evaluate speakers' use of evidence, point of view, logic and rhetoric
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that. . .

EU 1

Essential Questions

EU 1

close reading and analysis of both past and contemporary diverse American literature reveal critical truths about American voices of rights and equality.

EU 2

close reading and analysis of diverse American literature illuminates and shapes the reader's personal beliefs regarding rights and equality.

EU 3

American writers show that when faced with restricted freedom or social pressures, people respond in various ways that can affect society positively or negatively.

EU 4

effective written and oral discourse requires both a command of formal English and an application of rhetoric in order to persuade an audience of active listeners.

EU 5

the study of vocabulary and the conventions of standard English are necessary for textual analysis, effective writing, oral communication.

- How can readers better understand the progress toward rights and equality through American culture?
- How does American culture and history shape American literature?

EU 2

- How can readers better understand their own reactions to struggle and success with rights and equality?
- How can readers better emphasize the reactions of others?

EU 3

- How does societal or government forces encourage or discourage the fight for rights and equality?
- How does the fight for rights and equality transform culture and society?

EU 4

- How can writers effectively promote an argument?
- How can an audience evaluate the success of an argument?

EU 5

- How can the study of vocabulary and the conventions of standard English make better readers and writers?
- How can the study of vocabulary and the conventions of standard English make better communicators and listeners?

Knowledge

Students will know . . .

EU 1

- reading comprehension strategies and annotation strategies (RL.9-10.1.) (RI.9-10.1).
- writing strategies and figurative language. (W.9-10.4, W.9-10.5, W.9-10.9, RL.9-10.4).
- the definitions of rights and equality (RI.9-10.9).

Skills

Students will be able to . . .

EU 1

- annotate and actively read; identify claims and textual support. (RI.9-10.1).
- identify and interpret writing strategies and elements of figurative language in a variety of texts (W.9-10.4, RL.9-10.4, W.9-10.5, W.9-10.9).

- how selected texts explain movements toward rights and equality in American culture and history from the early American era to the modern day (RI.9-10.9).
- methods for evaluating the credibility of sources and information (SL.9-10.2).

EU 2

- their own beliefs about rights and equality (RI.9-10.1).
- the perspectives of others regarding rights and equality (RL.9-10.1, RL.9-10.2).
- reading comprehension and annotation strategies (RL.9-10.1, RI.9-10.1).

EU 3

- definitions and examples of freedom, conformity, mobility, and protest, as well as the various ways freedom is restricted (RL.9-10.4).
- various types of social pressures as they relate to the role of the protagonist or speaker (RI.9-10.9, SL.9-10.3).

EU 4

- methods of persuasion and rhetoric (written and oral) (W.9-10.1, SL.9-10.3, SL.9-10.6, L.9-10.3).
- the components of effective oral communication (SL.9-10.6).
- effective public speaking strategies (SL.9-10.4, SL.9-10.6).

EU 5

- definitions, synonyms and antonyms of higher level vocabulary from various texts (L.9-10.4).
- domain specific vocabulary for rhetoric and persuasion tone, connotation, denotation (RL.9-10.4, L.9-10.4).
- that effective word choice improves style conventions of standard English (L.9-10.1, L.9-10.3).
- correct grammar and mechanics (L.9-10.1).

- identify and interpret relevant American cultural truths and history related to rights and equality in various texts (RI.9-10.9).
- assess the credibility of various sources (SL.9-10.2).

EU 2

- compare their own beliefs to those reflected in the text (RI.9-10.1).
- explore the perspectives of others (RL.9-10.1, RL.9-10.2).
- actively read and annotate by determining the relevant information from the text (RL.9-10.1, RI.9-10.1).

EU 3

- explain and evaluate how and why protagonists or speakers fight for or protest against rights and equality (RI.9-10.1, RI.9-10.6, RI.9-10.9, SL.9-10.3).
- explain and evaluate the effects of rights and equality (RI.9-10.1, RL.9-10.1).
- compare rights and equality in various genres from various time periods (RI.9-10.9).

EU 4

- identify, explain, and evaluate various rhetorical strategies in mentor texts (logos, pathos, ethos, rhetorical uses of diction and syntax, such as rhetorical questions, parallel structure, and repetition for effect) (W.9-10.1, RI.9-10.6, SL.9-10.3, SL.9-10.6, L.9-10.3).
- compose and deliver a persuasive speech using rhetorical strategies (RI.9-10.6, SL.9-10.4, SL.9-10.6, L.9-10.1, L.9-10.3, W.9-10.1).
- clearly communicate orally: eye contact, volume, rate, inflection, enunciation, annunciation, body language, fluency (SL.9-10.4, SL.9-10.6).

EU 5

- define and use vocabulary words as well as their synonyms

and antonyms (L.9-10.4).

- use appropriate vocabulary to create effective style (RL.9-10.4, L.9-10.3).
- use correct grammar and mechanics (L.9-10.1).

Stage Two - Assessment

Other Evidence:

- student oral responses during class discussion on the literature
- student written responses (both informal and formal) to prompts
- annotated notes on selected short stories, poems, and essays
- annotations focused on locating rhetorical devices within texts
- reading checks on teacher selected texts
- tests/quizzes/writing assignments relating works to one another with a focus on rights and equality
- quizzes on rhetorical devices/literary terms/figurative language/poetic devices that require students to locate and explain the impact of such devices in the passage and in the full text
- vocabulary quizzes based on contextual vocabulary words
- writing assignments using studied vocabulary

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** *{place A, M and/or T along with the applicable EU number in parentheses after each statement}*

For example:

- Acquire background information or reflect on this unit's themes from pre-colonial through present day America via the Frayer model using the word "Rights" or "Equality" as its focal point or Carousel Brainstorm of images, poems, statements, speeches from rights movements (civil, suffrage, LGBTQ, disabilities etc.) (A, M EU1, EU2, EU3, EU4)
- Define, locate, evaluate or apply rhetorical device and figurative language within various forms of texts. (A,M EU4, EU5)

- Using online resources (Khan Academy, Purdue Owl Lab and district databases) practice grammar, spelling, vocabulary, punctuation and research skills. (A, M EU5)
- Discuss or present topics related to this unit's content, ideas and themes in various contexts: various types of groups, jigsaw approach, Socratic seminar (A, M EU1, EU2, EU5)
- Activate interest or expand analysis of this unit's themes and content through TED Talks, videos or film clips, visual artists' depictions of rights and equality or guided reading of children's books (i.e. *Freedom Summer*, *Undeclared*, *Julian is a Mermaid*, *When Marian Sang* etc.) (A, M T EU1, EU2, EU3)
- Practice active listening skills through note-taking and annotating during podcast, teacher and online lectures, peer discussions and student-to-student direct responses (showing agreement, respectful disagreement, asking extending questions and adding on to points). (A, M, T EU2, EU3, EU5)
- Employ various active reading strategies (annotations, self-evaluation of writing choices, peer evaluation). (A, M, T EU1, EU2, EU4, EU5)
- In the context of rights and equalities, analyze the bridges between pre-Colonial through present day texts, works of art or other types of media (photographs, comics). (M, T EU1, EU2)
- Practice effective public speaking strategies. (M, T EU4, EU5)
- Practice process writing skills, elements of writing, MLA formatting and citation for varied types and purposes of written and oral communication in relation to this unit's ideas, themes and content. (M, T EU 3, EU4, EU5)
- Write and/or deliver creative pieces modeling form or content (of studied texts or from the POV of a character from a time period from Early American to present day (M, T EU4, EU5)

Suggested Resources

Major Works:

The Crucible by Arthur Miller

A Lesson Before Dying by Ernest Gaines (excerpts)

Narrative of the Life of Frederick Douglass (excerpts)

On the Duty of Civil Disobedience (excerpts) by Henry David Thoreau

The Help (film study or Independent reading choice)

12 Angry Men (film study)

Speeches

“Speech to the Virginia Convention” by Patrick Henry

“I Have a Dream” by Martin Luther King

“Ain’t I a Woman” by Sojourner Truth”

“Inaugural Speech” John F. Kennedy

Modern Speeches about rights and equality from americanrhetoric.com

Poetry

“Preface to the Tenth Muse” by Anne Bradstreet

“I Hear America Singing” by Walt Whitman

“I, Too, Sing America,” “Theme for English B” by Langston Hughes

“Stanzas on Freedom” by Robert Lowell

“She Rose to His Requirement” by Emily Dickinson

Harlem Renaissance poetry

“Sympathy” by Paul Lawrence Dunbar

“Medger Evers” by Gwendolyn Brooks

“The Lynching” by Claude McKay

“A Supermarket in California” by Allen Ginsberg

“America”

Spoken Word Poetry

Short Non-Fiction:

Of Plymouth Plantation by William Bradford excerpts

The Life of Olaudah Equiano excerpts of slave narrative by *Olaudah Equiano*

“Life, Liberty, and the Pursuit of Happiness” by Andrew Sullivan

Past and contemporary articles on various rights movements and protests

Short Story:

“A Story of An Hour” by Kate Chopin

Drama:

“Trifles” by Susan Glaspell

Supplemental Videos:

“Why I Must Come Out” - TED Talk by Geena Rocero

“The Lavender Scare” - CBS Sunday Morning YouTube video