Module Title: COLLECTION 3 - VOICES OF PROTEST

Grade / Subject: English 12	Timeline: 6-8 weeks
Houghton Mifflin Harcourt Collections	

Thematic Overview:

In this collection, students will explore the theme "Voices of Protest," analyzing how people through the centuries have responded to political oppression, hunger, pollution, and other forms of injustice. Students will understand that, in this context, "voices" refers not only to spoken language but also to the work of writers and others who protest situations that they feel are wrong. Students will read and write about and discuss genres that tackle difficult issues such as war, tyranny, slavery, environmental destruction, prejudice, and slavery.

Module Objectives:

- delineate and evaluate arguments in foundational documents
- · determine connotative meanings of the language used
- support inferences with text evidence
- analyze the impact of word choice and text structure to convey meaning and reveal the author's perspective
- analyze multiple genres of texts in both fiction and nonfiction, including photojournalism
- apply language conventions in writing

Essential Questions:

- 1. How can natural human rebelliousness be channeled for successful change without resorting to violence?
- 2. How do literature and other art influence protest movements?
- 3. How do people respond to injustice and promote change?

Academic Vocabulary:

Controversy, convince, ethics, radical, tension

PA CORE STANDARDS		
1.2 Reading Informational Text	1.4 Writing	Grammar Eligible
		Content
CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs." CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text." CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text." CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts." CC.1.2.11–12.G 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.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features."	CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Using Imperative Mood Combining Sentences Gerunds and Gerund Phrases Active and Passive Voice

1.3 Reading Literature	1.5 Speaking and Listening
CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts." CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and careerreadiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression."	CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and F116:G122persuasively." "CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task." "CC.1.5.11–12E Adapt speech to a variety of contexts and tasks."

Text Sets:

* ANCHOR TEXT

Informational Text Sample HVHInstructional Supports

SPEECH

"Speech on the VietnamWar, 1967" by Martin Luther King, Jr.

- Close Read Screencasts
- Collaborative Discussion Activity
- Analyzing the Text
- Guiding Questions
- Delineate and Evaluate an Argument: Inductive Reasoning
- IWBLesson: Evaluating Arguments

Supporting Media: The Presidents: LBJ: Civil Rights and

Vietnam Videos from The History Channel

* CLOSE READER

Informational Text Sample HMH Instructional Supports

SPEECH

"People and Peace, Not Profits and War" by Shirley Chisholm

- Short Response
- Dig Deeper
- Level Up Tutorial: Analyzing Arguments

Supporting Media: Shirley Chisolm Runs for Presidential Nomination Video from The History Channel

COMPARING TEXTS

Informational Text ESSAY

from "The Crisis" by Thomas Paine

Sample HMHInstructional Supports

- Collaborative Discussion Activity
- Analyzing the Text
- Guiding Questions
- Delineate and Evaluate an Argument
- IWBLesson: Evaluating Arguments

CONNECTED SELECTION

ESSAY

from "Civil Disobedience" by Henry David Thoreau

Selection Assessments:

- Selection Tests
- <u>Selection</u>
 <u>Performance Tasks</u>
 Writing: Review,
 Letter, Context
 Guide, Poem
 Speaking: Role Play
 Media: Report,
 Photo Essay

Unit Assessments:

- Collection
 Assessment
- Collection
 Performance Task A:
 Performance Task:
 Participating in a group discussion that synthesizes ideas from several texts
- HMH Performance
 Task B: Writing a
 satire modeled on
 techniques used in a
 collection text
- Common Assessment

* ANCHOR TEXT

Informational Text	Sample HVHInstructional Supports
SATIRE "AModest Proposal" by Jonathan Swift	 Close Read Screencasts Collaborative Discussion Activity Analyzing the Text Guiding Questions Analyze Author's Point of View: Satire

* CLOSE READER

InformationalText	SampleHMH Instructional Supports
SATIRE "Who Speaks for the 1%?"	Short ResponseDig DeeperIWB Lesson: Author's Purpose and Perspective
by Joel Klein	reispective

Text:

Informational Text	Sample HMHInstructional Supports
PHOTOJOURNALISM "Third World America" by Alison Wright	 Collaborative Discussion Activity Analyzing the Media Guiding Questions Integrate and Evaluate Information

Text:

Literary Text	Sample HVHInstructional Supports
POEM "Imagine the Angels of Bread" by Martín Espada	 Collaborative Discussion Activity Analyzing the Text Guiding Questions Analyze Word Choice: Tone IWB Lesson: Word Choice and Tone

* CLOSE READER

LiteraryText	Sample HMHInstructional Supports
POEM	Short ResponseDig Deeper
"Elsewhere" by Derek Walcott	• Level Up Tutorial: Tone
of Derent Handen	

Thematic Connections

Connection: Text 1 suggests that citizens should refuse military service as a very serious form of civil disobedience. Text 5 shows by absurd extension the length to

absurd extension the length to which people are forced to go to register their discontent with government.

Text 5

"A Modest Proposal" by Jonathan Swift

In this essay, the author presents an outrageously satirical proposal to solve the problems of poverty and over-population by cannibalizing the children of the poor. He does offer other solutions, satirically calling his the best.

Connection: Text 4 shows the actions of an uncaring government culminating in the destruction of its own citizens who are then forced into civil disobedience to effect change. Text 5 uses satire to show how a dysfunctional government can drive its own citizens to consider horrendously destructive solutions to natural problems that people face.

Text 4

"The Clan of One-Breasted Women" by Terry Tempest Williams presents an actual episode of civil disobedience, showing the personal side to its causes and leaving the reader to ponder over the legacy of the bad law.

Text 1

" Speech on the War in Vietnam"

Reverend Martin Luther King offers several reasons why he is against the war. He draws analogies to his work with civil rights as well as his work to improve the lives of poor people. King proposes certain actions that he believes the government should immediately take to begin winding down the war.

Connection: Text 1 is a speech against war, depicting America as the aggressor empire intent on destroying the freedom of the people of a foreign nation. Text 2 presents America as the victim of aggression by an Empire whose intent is to destroy the freedom of the American people and steal their wealth.

Text 2

"The Crisis" by Thomas Paine

Paine exhorts his fellow Americans to fight more earnestly for their freedom, threatrening that if they do not, they will become slaves to the British and lose everything they have built in the New World.

Connection: While Text 2 proposes violent rebellion is the proper response to an unjust foreign overlord, Text 3 suggests that when the overlord is the government of one's own country, then non-violent disobedience of specific bad laws is the way to register the discontent of its citizens.

Connecting Theme

CONFLICT

 How can natural human rebelliousness be channeled for successful change without resorting to violence?

How do literature and other art influence protest movements?

Text 3

from Civil Disobedience by Henry David Thoreau

In this excerpt, the author proposes that the best way to force the government to change a bad law is for everyone to disobey that law, and that if everybody did that, then the government would be forced to put everyone in jail, and since that is impossible or undesirable, the law would be quickly be changed.

Connection: Text 3 proposes a general statement of behavior although elsewhere in the work from which this part is excerpted there is an account of specifics. Text 4 shows how bad government can impact children, mothers, and families, thus causing a more emotional reaction in the reader about the need for civil disobedience and the relatively small consequences of such activity compared to the enormity of evil in bad laws.

Module Title: COLLECTION 4 – SEEKING JUSTICE, SEEKING PEACE

Grade / Subject: English 12	Timeline: 6-8 weeks
Houghton Mifflin Harcourt Collections	

Thematic Overview:

In this collection, students will explore the theme "Seeking Justice, Seeking Peace," examining the effect of revenge on people's lives and weighing the alternatives. Students will understand that peace can mean an absence of war or conflict, and it can also refer to feeling "at peace" or calm and unstressed. Students will read and write about and discuss texts that outline what happens after someone suffers an act of violence. They will understand that although revenge may seem like a good response, it often leads to a cycle of violence that is difficult to escape.

Module Objectives:

- Analyze both the language and the structure of the play
- Analyze multiple interpretations of a drama to evaluate how each version interprets the text
- Analyze the structure of an argument and identify its central ideas
- Analyze author's choice concerning structure and point of view
- Analyze ideas and events developed in the text and draw conclusions about them
- Determine the figurative meanings of words and phrases as they are used to personify an idea

Essential Questions:

- 4. How does forgiveness play a role in seeking peace and justice?
- 5. Can revenge ever be effective in righting a wrong?

Academic Vocabulary:

drama, integrity, mediate, restrain, trigger

PA CORE STANDARDS		
1.2 Reading Informational Text	1.4 Writing	Grammar Eligible Content
CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text." CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs." CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text." CC.1.2.11–12.E 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."	CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately." CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension." CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension." CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing." CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics." CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim." CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while	 Paradox Vary Syntax for Effect Direct and Indirect Quotations Repetition and Parallelism

pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases." CC.1.4.11-12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented." CC.1.4.11-12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing." CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative." CC.1.4.11-12.S Draw evidence from literary or informational

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction."

CC.1.4.11-12.T

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."

CC.1.4.11-12.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the

strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation."

CC.1.4.11-12.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences."

1.3 Reading Literature

CC.1.3.11-12.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs."

CC.1.3.11-12.C

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama."

CC.1.3.11-12.D

Evaluate how an author's point of view or purpose shapes the content and style of a text."

CC.1.3.11-12.E

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole."

CC.1.3.11-12.F

Evaluate how words and phrases shape meaning and tone in texts."

CC.1.3.11-12.G

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)"

1.5 Speaking and Listening

CC.1.5.11-12.A

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and F116:G122persuasively."

CC.1.5.11-12.D

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task."

CC.1.5.11-12E

Adapt speech to a variety of contexts and tasks."

Text Sets:

* ANCHOR TEXT

Literary TextSample HMHInstructional SupportsDRAMA• Close Read ScreencastsThe Tragedy of Hamlet• Collaborative Discussion Activityby William Shakespeare• Analyzing the Text Questions• Guiding Questions• Analyze Structure: Conflict• IWB Lesson: Plot and Conflict

Supporting Media: Biography: William Shakespeare Video

* CLOSE READER

Literary Text	Sample HMH Instructional Supports
DRAMA	Short Response
from The Tragedyof Hamlet	Dig DeeperLevelUpTutorial:Conflict
by William Shakespeare	

Supporting Media: Audio *The Tragedy of Hamlet* by William Shakespeare, Act 1, scene 1-2

COMPARE TEXT & MEDIA

 FILM VERSION from Hamlet (1980) BBC Shakespeare, directed by Rodney Bennett CONNECTED SELECTION FILM VERSION from Hamlet (2009) BBC Collaborative Discussion Activity Analyzing the Text and Media Questions Guiding Questions Analyze Interpretations of Drama Level Up Tutorial: Elements of Drama 	Literary Text	Sample HMHInstructional Supports
Shakespeare, directed by Gregory Doran	from Hamlet (1980) BBC Shakespeare, directed by Rodney Bennett CONNECTED SELECTION FILM VERSION from Hamlet (2009) BBC Shakespeare, directed by	 Analyzing the Text and Media Questions Guiding Questions Analyze Interpretations of Drama

Selection Assessments:

- Selection Tests
- Selection
 Performance
 Tasks
 Writing: Analysis,
 Journal, Funeral
 Speech,
 Argument,
 Comparison
 Speaking:
 Discussion,
 Performance
 Media: Trailer

Unit Assessments:

- Collection
 Assessment
- Collection
 Performance
 Task A: Writing an analytical essay that synthesizes ideas from several collection texts
- Collection
 Performance
 Task B: Write an argument citing evidence from several texts to support a claim
- Common
 Assessment

Text: Informational Text LITERARY CRITICISM "Hamlet's Dull Revenge" by René Girard Text: Literary Text Sample HMHInstructional Supports • Collaborative Discussion Activity • Analyzing the Text Questions • Guiding Questions • Analyze Structure • Level Up Tutorial: Analyzing Arguments Text: Literary Text Sample HMHInstructional Supports

Literary TextSample HMHInstructional SupporSHORT STORY• Collaborative Discussion Activity"Tell Them Not to• Analyzing the Text Questions

Kill Me!"
by Juan Rulfo

Guiding QuestionsAnalyze StructureLevel Up Tutorial: Plot: Sequence of Events

* ANCHOR TEXT

 FEATURE ARTICLE "Blocking the Transmission of Violence" by Alex Kotlowitz Close Read Screencasts Collaborative Discussion Activity Analyzing the Text Questions Guiding Questions Support Inferences: Draw Conclusions Level Up Tutorial: Drawing Conclusions

Informational Text SPEECH "Nobel Peace Prize Acceptance Speech" by Wangari	Sample HVHInstructional Supports Short Response Dig Deeper IWB Lesson: Text Structure and Meaning	
ext:		
Literary Text	Sample HMHInstructional Supports	
Literary lext		

Thematic Connections Map Follows:

Thematic Connections

Connection:

Text 1 displays a cycle of events that continues to breed revenge. From accidently killing Polonius instead of Claudius to drinking poison, Hamlet's revenge is ultimately exacted upon himself. Text 3 shows that hatred knows no boundaries. The poem creates a tone of admiration for hatred although readers are meant to understand that the tone is ironic and the speaker is actually lamenting hatred's strength.

Text 5 Hatred

Personification, repetition and parallelism are used to affect meaning and tone. They are also used to convey the image of hatred.

Connection:

Text 5 echoes the same thoughts of Text 4 in that hatred breeds more hatred. Text 4 suggests that one must be strong to move beyond revenge and toward acceptance in order to seek true justice.

Text 4

Blocking the Transmission of Violence

This text explores one writer's presentation of the problem of violence in our communities and an innovative solution.

Text 1

The Tragedy of Hamlet
In Hamlet, all characters
embrace the act of revenge
instead of forgiveness. Had
any of them chosen to forgive,
lives would have been saved
and grief would be limited.
Justice was served through the
death of all characters who
could not forgive.

Connection:

Text 1 is a revenge tragedy displaying death as the ultimate outcome of revenge. Text 2 discusses the tediousness of revenge but highlights the necessity for catharsis for the audience while balancing the idea that revenge must be justified and the victim must be guilty.

Text 2

Hamlet's Dull Revenge Shakespeare uses the form of a revenge tragedy to show how tedious revenge is while also giving his audience the catharsis it

craves in a revenge play.

How does forgiveness play a role in seeking peace and justice? Is it more important to revenge evil acts or end conflict through reconciliation?

Connecting Theme

Seeking Justice and

Peace

Connection: While Text 2 discusses the idea that revenge must be justified and that the victim must be guilty, Text 3 displays the idea by explaining the initial reason for vengeance which led to the main character running from his consequences, even though he felt his actions were justified.

Connection:

Text 3 shows a pattern of never-ending revenge between two men. The need for revenge is passed down to their sons and continues to breed more violence. Text 4 is about the need to block the transmission of violence and stop it from continuing the cycle of revenge.

Text 3 Tell Them Not to Kill Me

This story explores the idea of the importance of fathers, vengeance, fear and justice through shifting points of view and flashbacks. The use of irony conveys a sense of the main character and the fact that he has not changed despite (or perhaps because of) hardship and fear.