

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
<p>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."</p> <p>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."</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text."</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts."</p> <p>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."</p> <p>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."</p>	<p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Using Imperative Mood • Combining Sentences • Gerunds and Gerund Phrases • Active and Passive Voice

1.3 Reading Literature	1.5 Speaking and Listening
<p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts."</p> <p>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 career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression."</p>	<p>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 persuasively."</p> <p>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."</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks."</p>

Text Sets:

* ANCHOR TEXT

Informational Text Sample HMH Instructional Supports

SPEECH

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

- Close Read Screencasts
- Collaborative Discussion Activity
- Analyzing the Text
- Guiding Questions
- Delineate and Evaluate an Argument: Inductive Reasoning
- IWB Lesson: 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 Chisholm Runs for Presidential Nomination* Video from The History Channel

COMPARING TEXTS

Informational Text Sample HMH Instructional Supports

ESSAY

from "The Crisis"
by Thomas Paine

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

CONNECTED SELECTION ESSAY

from "Civil Disobedience"
by Henry David Thoreau

Selection Assessments:

- Selection Tests
- Selection Performance Tasks
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 HMH Instructional Supports
SATIRE "A Modest Proposal" by Jonathan Swift	<ul style="list-style-type: none">• Close Read Screencasts• Collaborative Discussion Activity• Analyzing the Text• Guiding Questions• Analyze Author's Point of View: Satire

*** CLOSE READER**

Informational Text	Sample HMH Instructional Supports
SATIRE "Who Speaks for the 1%?" by Joel Klein	<ul style="list-style-type: none">• Short Response• Dig Deeper• IWB Lesson: Author's Purpose and Perspective

Text:

Informational Text	Sample HMH Instructional Supports
PHOTOJOURNALISM "Third World America" by Alison Wright	<ul style="list-style-type: none">• Collaborative Discussion Activity• Analyzing the Media• Guiding Questions• Integrate and Evaluate Information

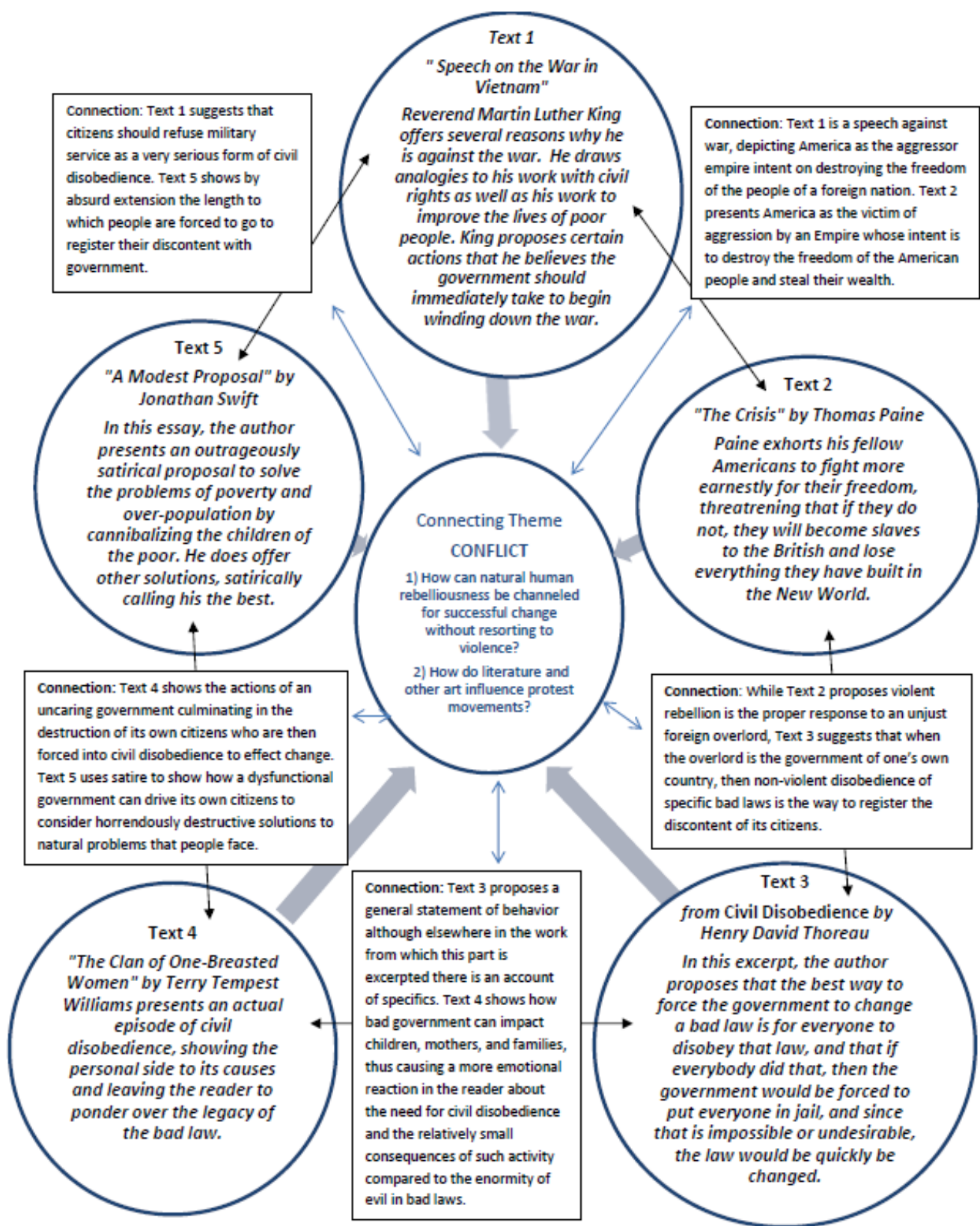
Text:

Literary Text	Sample HMH Instructional Supports
POEM "Imagine the Angels of Bread" by Martín Espada	<ul style="list-style-type: none">• Collaborative Discussion Activity• Analyzing the Text• Guiding Questions• Analyze Word Choice: Tone• IWB Lesson: Word Choice and Tone

*** CLOSE READER**

Literary Text	Sample HMH Instructional Supports
POEM "Elsewhere" by Derek Walcott	<ul style="list-style-type: none">• Short Response• Dig Deeper• Level Up Tutorial: Tone

Thematic Connections



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
<p>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."</p> <p>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."</p> <p>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."</p> <p>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."</p>	<p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately."</p> <p>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."</p> <p>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."</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. <input type="checkbox"/> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <input type="checkbox"/> Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing."</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics."</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. <input type="checkbox"/> Introduce the precise, knowledgeable claim."</p> <p>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</p>	<ul style="list-style-type: none"> • 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 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

	<p>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."</p> <p>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."</p>
<p>1.3 Reading Literature</p>	<p>1.5 Speaking and Listening</p>
<p>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."</p> <p>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."</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text."</p> <p>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."</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts."</p> <p>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.)"</p>	<p>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."</p> <p>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."</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks."</p>

Text Sets:

* ANCHOR TEXT

Literary Text	Sample HMH Instructional Supports
DRAMA <i>The Tragedy of Hamlet</i> by William Shakespeare	<ul style="list-style-type: none"> • Close Read Screencasts • Collaborative Discussion Activity • 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 from <i>The Tragedy of Hamlet</i> by William Shakespeare	<ul style="list-style-type: none"> • Short Response • Dig Deeper • Level Up Tutorial: Conflict

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

COMPARE TEXT & MEDIA

Literary Text	Sample HMH Instructional Supports
FILM VERSION from <i>Hamlet</i> (1980) BBC Shakespeare, directed by Rodney Bennett CONNECTED SELECTION FILM VERSION from <i>Hamlet</i> (2009) BBC Shakespeare, directed by Gregory Doran	<ul style="list-style-type: none"> • Collaborative Discussion Activity • Analyzing the Text and Media Questions • Guiding Questions • Analyze Interpretations of Drama • Level Up Tutorial: Elements 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

Sample HMH Instructional Supports

LITERARY CRITICISM

“Hamlet’s Dull
Revenge”
by René Girard

- Collaborative Discussion Activity
- Analyzing the Text Questions
- Guiding Questions
- Analyze Structure
- Level Up Tutorial: Analyzing Arguments

Text:

Literary Text

Sample HMH Instructional Supports

SHORT STORY

“Tell Them Not to
Kill Me!”
by Juan Rulfo

- Collaborative Discussion Activity
- Analyzing the Text Questions
- Guiding Questions
- Analyze Structure
- Level Up Tutorial: Plot: Sequence of Events

*** ANCHOR TEXT**

Informational Text

Sample HMH Instructional Supports

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

*** CLOSE READER**

Informational Text	Sample HM/Instructional Supports
SPEECH "Nobel Peace Prize Acceptance Speech" by Wangari Maathai	<ul style="list-style-type: none">• Short Response• Dig Deeper IWB Lesson: Text Structure and Meaning

Text:

Literary Text	Sample HM/Instructional Supports
POEM "Hatred" by Wisława Szymborska	<ul style="list-style-type: none">• Collaborative Discussion Activity• Analyzing the Text Questions• Guiding Questions• Determine Figurative Meanings: Personification• IWB Lesson: Figurative Language and Imagery

Thematic Connections Map Follows:

Thematic Connections

