

Cover Sheet English 11CP and 11Core

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), English 9, English 9 CP**
Time Period: **Sample Time Period**
Length: **One Year**
Status: **Not Published**

Title Page, Table of Contents, Statement of purpose

English 11CP and 11Core

Required

Sayreville War Memorial High School

Full Year

Date of Board Approval: Minor Revision Kimberly Grossman (2020)

Statement of Purpose

The Sayreville Public Schools 11th grade Language Arts program is designed to continue preparing students for the study and analysis of various texts beyond the high school level. The structure is thematic with an overall concentration on how individuals function in the face of social adversity. This course allows for a deeper study of texts and requires students to apply literary criticism; has vertical alignment to three previous years of Language Arts curriculum as well as horizontal alignment to US History I & II; therefore, fostering significant opportunities for synthesis and continued discourse on various social issues. Through the continued practice of close reading and text-rooted analysis, students will renew their focus on analysis *and* development of a distinct writing style. It is important to note that units do not flow chronologically in order to allow for educator flexibility in terms of pacing and possible limitations of novel copies. In addition, all literary genres are represented during this course and are interwoven throughout each unit, including but not limited to: the novel (classic, contemporary, and multicultural), drama, poetry, and non-fiction essays, articles, interviews, etc. Furthermore, the study and analysis of the arts—including paintings, drawings, and music—enhances the texts; thus affording our students' exposure to various mediums of storytelling in addition to prose and poetry. Finally, writing instruction is an integral part of the course of study and therefore students will create several types of writing (narrative, argumentative, informational, and creative) encompassing a range of topics and styles, with an emphasis on synthesizing formal academic research. In order to demonstrate a cohesive and complete implementation plan, the following general suggestions are provided:

- Various formative assessments should be employed throughout the course to monitor and determine the level of development of skills and understanding.

- Homework is encouraged as both a preparatory tool for the planned classroom lessons and as an independent mode for work completion.
 - Differentiated instruction is well-represented and necessary to create opportunities for success with diverse learners. Suggestions for modification are included in the program of study when possible and encouraged in subsequent updated drafts.
- Assessments should be varied and consistent with the skills covered in instruction, and should include various modes of learning (oral, written, visual, etc.).
 - Rubrics should be developed and provided when applicable to convey clear requirements and maintain transparency and equality.
 - The use of technology is highly encouraged and should be employed via a variety of formats and methods.
 - The MLA format is standard for all formal written work.
 - Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

Unit 1: Close Reading Strategies For Lifelong Readers

Content Area: **Language Arts**
Course(s): **English 11, English 11 CP**
Time Period: **1st Marking Period**
Length: **4 Weeks**
Status: **Not Published**

Summary of the Unit

Summary of the Unit: This unit will be used to introduce students to reading strategies aimed to help reach a deeper level of comprehension. These strategies enable students to break apart the text so they can reflect on the meaning of individual words and sentences and understand the meaning of the text as a whole. For this unit, teachers are encouraged to use shorter texts, both literary and informational, so that students can focus on the specific skills that enforce a richer comprehension. This unit will also allow students to read a wide range of reading levels. Some of the strategies will include: using textual evidence, questioning the text, determining the importance or purpose of text, synthesizing text using prior knowledge, inferring meaning, and identifying the meaning of words and how they are used (including figurative and connotative meanings). The activities in this unit can be used with all the suggested texts. The teacher may select which activity to do with what text, based on student interest and performance.

Enduring Understandings

Readers use strategies to connect to text and construct meaning.

Readers develop a stronger understanding when they reflect and respond to text. All texts have a tone, style and purpose, which varies from text to text.

Essential Questions

How and why are reading strategies used?

What are the strategies that readers use to connect to and understand text? What can a reader do if he/she does not understand the text?

How do readers reflect and respond?

Summative Assessment and/or Summative Criteria

Narrative Task: Students will select one of the stories from the unit and create an alternate ending to the story or rewrite it from the perspective of another character. Narratives should follow the author's original style and tone.

Final project: Students can create their own creative representation of a story from the unit. Ideas may

include a board game surrounding the themes or conflict of the story, a dramatic interpretation of the story acted out in front of the class, or a comic strip depicting the plot/conflict of the story

Resources

“Lamb to the Slaughter” by Roald Dahl, “The Monkey’s Paw” by WW Jacobs, “The Necklace” by Guy De Maupassant, and “The Open Window” by Saki

Reading Strategies: http://www.arteducators.org/news/national-convention/Zimmerman_How_to_Annotate.pdf

“What You Should Worry About” by Steven D. Levitt and Stephen Dubner

“Social Anxiety Disorder is the Most Common Phobia You’ve Never Heard Of” by Mark Roth “On the Decay of the Art of Lying” by Mark Twain

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Common Core or NJCCCS Standards
Introduction to the reading strategies	1 day	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text	Distribute copies of “Understanding How to Annotate” or other sources that teach important reading strategies. Each student will be assigned to a strategy, which they will use after silently reading an excerpt from a text from the English 11 curriculum (suggested: Mockingbird).	Introduction to Annotating Text Assignment: Students will be assigned to a strategy, which they will implement using an excerpt from a text studied in English.	RI.11-12.4
Suggested Literary Texts:	3-4 weeks	1. Cite strong and thorough textual evidence to support analysis of what the text says	1. Read and analyze the stories through a variety of methods: students will read aloud and annotate in class,	1. Students will complete guides reading questions, discussion questions, and active reading	1. RL.11-12.1, 4 2. RL.11-12.3, 10
“Lamb to the					

Slaughter” by Roald Dahl	explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	act out various roles, complete assigned readings for homework, and answer reading guide questions.	notes during each of the stories studied in class.	3. RL.11-12.3
“The Monkey’s Paw” by WW Jacobs				4. RL.11-12.4, 1
“The Necklace” by Guy De Maupassant				5. RL.11-12.3
“The Open Window” by Saki				6. RL.11-12.6
				7. RL.11-12.2
(The activities provided go with all the suggested stories. The teacher may select which activity to do with what story.)	1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful	1. Introduce and model for students the types of questioning: Recall, critical and inferential. Students will create their own question for each type using the texts studied in class.	1. Tone and Author’s Purpose Assignment	1. RL.11-12.1, 4 2. RL.11-12.3, 10 3. RL.11-12.3 4. RL.11-12.4, 1 5. RL.11-12.3 6. RL.11-12.6 7. RL.11-12.2
	1. Analyze the impact of the author's choices regarding how to develop and	1. Students will be given a list of words that are used to convey tone. Students will select various words that they believe convey the tone of the text and then provide textual evidence to support ideas. In addition, students will identify the		

relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed

author's purpose in writing the work.

1. Read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

1. Introduce (or review) the strategy of inferring. Provide students with various commercials and/or ads that require the viewer to infer the meaning. Identify the inferred meaning in each example and then explain it.
2. Types of questioning assignment: Student generated recall, critical and inferential questions on texts studied in the unit.

1. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as

well as its
aesthetic impact.

<p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p>	<p>4. Using one of the texts from the unit, students will complete a graphic organizer that contains the following headings: <i>-What the Text Says</i> <i>-What the Text Implies</i> <i>-How I Know This</i></p> <p>1. Inferring Assignment – Continued:</p>	<p>-Ad. Analysis a-Graphic Organizer -Character Report Card</p> <p>1. Plot/conflict project: Comic strip or story board project on a story studied in class.</p>	<p>1. RL.11-12.1, 4 2. RL.11-12.3, 10 3. RL.11-12.3 4. RL.11-12.4, 1 5. RL.11-12.3</p>
<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Select a character from one of the stories and then create a list of character traits.</p> <p>Grade that character for each trait and then provide details or textual evidence that supports the grade given.</p> <p>1. Create a comic strip or story board using one of the stories studied in class. Projects must convey important details about the plot/conflict, setting and characters. In addition, students are to incorporate the</p>		<p>6. RL.11-12.6 7. RL.11-12.2</p>
<p>1. Analyze the impact of the author's choices regarding</p>			

how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

original text into their projects.
 2. Inferring
 Assignments:

- | | | |
|---|--|---|
| <p>1. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> | <p>Does it make it humorous, tragic, light-hearted, etc.?</p> <p>1. The class (or small groups) will compile a list of common themes found in literature. Students will then connect a theme from the list to one of the stories studied in class.</p> | <p>1. RL.11-12.1, 4</p> <p>1. Theme Analysis Assignment: 2. RL.11-12.3, 10</p> <p>Identify a theme found in one of the works studied in class. Use textual evidence to support claims. 3. RL.11-12.3</p> <p>4. RL.11-12.4, 1</p> <p>5. RL.11-12.3</p> |
| <p>1. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one</p> | <p>Answers can be completed in an open-ended question format or can be conveyed through a visual project: poster, collage, etc. All work must include textual evidence to support claims.</p> <p>2. Irony</p> | <p>6. RL.11-12.6</p> <p>7. RL.11-12.2</p> |

- another to produce a complex account; provide an objective summary of the text
2. Define irony. Provide information on the three types of irony with examples of each. Students are to identify uses of irony in the stories studied in class. Ask students how the use of irony affects the story's tone.
- assignment:
Identify uses of irony in various stories and explain how the use of irony affects the story's tone.

<p>Nonfiction: Suggested texts:</p> <p>“Social Anxiety Disorder is the Most Common Phobia You’ve Never Heard Of” –Roth</p> <p>(“Open Window”)</p>	<p>Implemented between literary texts in the unit</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>1. Read and annotate “On the Decay of the Art of Lying” by Mark Twain. Identify the tone and purpose of the text. Make connections between the essay and the stories studied in class.</p>	<p>1. Discussion questions, student generated questions, and journal writing assignments on articles selected for class.</p> <p>1. RI.11-12.1</p> <p>RI.11-12.3,</p> <p>2. RL.11-12.9</p>
<p>“What You Should Worry About” by Levitt</p> <p>(“Open Window”)</p>		<p>1. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the</p>		
<p>“On the Decay of the Art of Lying” by Twain (“Open Window”, “The</p>				

Nacklace” and “Lamb
to the Slaughter”)

course of the text

1. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics
2. Throughout the course of the unit, teachers may incorporate articles that share similar themes as the stories discussed in class. Students will be answering discussion questions, generating their own discussion questions, and writing journal entries on ideas found in the text. Connections will be made between the articles and essays and the short stories studied in class.

After reading: Narrative Task	2-3 days	<p>1. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>1. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.</p>	<p>1. Create an alternate ending to a story studied in class or retell one of the stories from another character's perspective. Original narratives should stay true to the original tone and style.</p> <p>Students will engage in the writing process before submitting a final draft.</p>	<p>1. Narrative Task: Alternate ending or a retell of the story from another character's perspective</p>	1. W.11-12.3, 5, 6
After reading: Final project	2-3 days	<p>1. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>1. Produce clear and coherent writing in which the development, organization and style are</p>	<p>1. Students can create their own creative representation of a story from the unit. Ideas may include a board game surrounding the themes or conflict of the story, a dramatic interpretation of the story acted out in front of the class, or a comic strip depicting the plot/conflict of the story.</p>	<p>2. Final project: -Board game -Comic strip -Dramatic scene</p>	1. SL.11-12.1 W.11-12.4

appropriate
to task,
purpose and
audience.

Suggested Modifications for Special Education, ELL and Gifted Students

- Extended time on the culminating project and other written assessments.
- Students may be given audio books to assist in any independent reading.
- Writing assignments may be shorter, depending on the students' levels.
- Graphic organizers and study guides may be distributed to assist in comprehension.
- Students may work in pairs or small groups to promote conversation and share ideas.

Suggested Technological Innovations/Use

Use of the Smart Board and Chromebooks during the culminating task is highly encouraged to assist with drafting, research. Additionally, teachers may use online apps and software to provide a variety of formats for students to choose from when submitting different elements/steps of the writing process, as well as provide a platform for teacher and peer feedback. (i.e., Inspiration software, Blendspace, Google Classroom, and Google Applications.).

8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Cross Curricular/21st Century Connections

9.1.21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best

be used to design multiple solutions.

9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 2: Literature Exploring Societal Issues

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), English 9, English 9 CP**
Time Period: **1st Marking Period**
Length: **4-5 Weeks**
Status: **Not Published**

Summary of the Unit

Considered one of the most important and award-winning American playwrights, Arthur Miller brings one of American history's darkest and most controversial moments alive in "The Crucible." Complete with Miller's trademark strong plots and realistic characters, The Crucible crosses all time periods and remains relevant today. Driving the play are themes of individual versus society, false values run amok, and intense betrayal, all of which are universal to the human experience. These themes allow the reader to take a deeper look at the power of perspective and analyze the play from multiple literary criticisms. The unit will begin by looking at what Puritan life was like, and what legacy they have left us as modern Americans. With that being said, we will focus on the parallels between the Salem witch trials, the McCarthy hearings, and modern witch hunts that exist today.

Enduring Understandings

Perspective is relative and changes based on the individual, and can greatly affect the point of view, tone, and mood of a story.

People often have false values, which even if are in the minority, can greatly impact the lives of the majority through hypocrisy, prejudice, and injustice.

Betrayal is part of human nature and literature frequently explores the motivations behind betrayal.

Essential Questions

How would a change in perspective affect the perception of plot development and reader interpretation? How can the false values of a minority impact the majority?

What causes people to betray those they care about?

Summative Assessment and/or Summative Criteria

1) Mock Trial: Students participate in a mock trial that indicts the townspeople for their treatment of the

accused during the Salem Witch trials. Students assume roles—prosecution, defense, jury, witnesses (characters from the play)—and select the most appropriate charges based on events from the play. See Padlet for further resources.

2) Synthesis Essay Choice: Students select one of the two following essay topics and gather a minimum of four relevant sources to support their argument and answer to the research question. 500-600 words, typed in formal MLA style.

A) Mass Hysteria—what characteristic in human nature drives mass hysteria?

Or

A) Tituba’s Perspective—Having read excerpts of I, Tituba, how does the inclusion of the “voice of the other” impact reader’s interpretation

of characters, themes, and/or portrayals of women.

Resources

Fiction/Drama:

The Crucible by Arthur Miller

I, Tituba, the Black Witch of Salem by Maryse Conde (excerpts on Padlet)

Nonfiction:

“Puritanism in New England” by Donna Campbell <http://public.wsu.edu/~campbelld/amlit/purdef.htm> “Fresh Air Will Kill You” by Art Buchwald (excerpt on Padlet)

“Little Miss Muffet” by Russell Baker (see Padlet)

“In Ghana, Witch is Another Word for Victim” by Sherry Amatenstein (see Padlet) The New England Primer (see Padlet)

“How to Spot a Witch” by Adam Goodheart <https://sophomores1314.files.wordpress.com/2013/10/how-to-spot-a-witch-p-11-12.pdf> (page 11) “Twentieth-Century Witch-Hunter: Joseph McCarthy (Perfection Learning Corporation)

“Children Hospitalized with Mass Hysteria...” by Alasdair Baverstock <http://www.dailymail.co.uk/news/article-3116725/Children-hospitalised-mass-hysteria-mysterious-bruises-Mexican-demon-video-Dominican-Republic-spawned-satanic-Charlie-Charlie-game-sending-teenagers-panic-world.html>

Poetry:

“To My Dear and Loving Husband” by Anne Bradstreet
<http://www.poetryfoundation.org/learning/guide/238168#poem>

Media:

Google Earth tour of Salem, Massachusetts

The Crucible film directed by Nicholas Hytner

“Sinners in the Hands of an Angry God” by Jonathan Edwards
<http://edwards.yale.edu/archive?path=aHR0cDovL2Vkd2FyZHMueWFsZS5lZHUvY2dpLWJpbi9uZXdwGlSby9nZXRvYmplY3QucGw/Yy4yMT00Ny53amVv> <http://www.myaudioschool.com/?p=698>

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Introduction to Puritan Culture	5-7 days	1, 2. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11.1)	1. Distribute “ Puritanism in New England ” by Donna Campbell. Students will read and create an outline summarizing the article. Class discussion activity: students will give/ share ideas from outlines to create one class list with special emphasis on Puritan religious beliefs and Puritan childhood. How do the Puritans differ from Modern Americans?	1. Primers will be modeled after the Puritan Plan style. Presentation 1. Diary entry will illustrate varying point of views of sample characters based on the information presented in Campbell’s article	RI.11.1 W.11.9 b W.11.4 SL.11.4 W.11.3
By Donna Campbell					
New England Primer					

1, 2. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11.9B)

2, 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11.4)

2, 3. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. (SL.11.4)

3. Write narratives to develop real or imagined experiences or events using effective

1. Students will analyze the **New England Primer** and create their own, focusing on how they taught the alphabet to children and what kind of messages were sent to them that will later be explored in the play. Students will present their primer to the class.

1. Students will write a diary entry assuming the role of a Puritan child. Evidence will be based on earlier activity from Donna Campbell's article. Again, Puritan childhood will later be explored in the play
2. Outlines will contain summary information on the main ideas of the article.

technique,
well- chosen
details, and
well-
structured
event
sequences.
(W.11.3)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/NJSLS Assessments
<u>The Crucible</u> By Arthur Miller	6 days	1,2. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL.11.1)	1. After reading Act 1 , students create trading cards to describe and analyze an assigned character. Then, they explore portraits of Puritans online to assist them in creating a portrait of the character and present a rationale to explain their work of art. A “Portrait Gallery” is set up around the classroom, so the students are able to refer to portraits during later acts and better understand the characters’ motives and relationships.	RL.11.1 RL.11.4 SL.11.3 SL.11.1 1. Character map 1. Paragraph analyzing Edwards’ sermon and language.
<i>Act One</i> “Sinners in the Hands of an Angry God” By Jonathon Edwards		3. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with	1. Students will create a map showing how the characters are related to one another. 1. Connotation mini- lesson: write irritation, rage and wrath on board. Discuss words associated with them. While listening to “ Sinners in the Hands of an Angry God ” sermon, students write down a	

multiple meanings or language that is particularly fresh, engaging, or beautiful. (RL.11.4)

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (SL.11.3)

min. of 10 images/phrases that stand out from the sermon (figurative language, metaphors, similes, words with strong connotations, etc.) Which words does he choose that have particularly strong connotations? Then, write a paragraph analyzing whether Edwards' harsh language is justified and why/why not, and how does it mirror the language used by Reverend Parris and the people of Salem.

2. Trading cards representing Crucible characters.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
<p><u>The Crucible</u> (contd.)</p> <p><i>Act One</i></p> <p>“Sinners in the Hands of an Angry God”</p> <p>By Jonathon Edwards</p>		<p>1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing</p>	<p>1. Students will read and analyze the play through a variety of methods: students will read aloud and annotate in class, act out various roles, complete assigned readings for homework, and answer reading guide questions.</p> <p>2. Act 1 Quote analysis</p>	<p>1. Reading guide questions. Student annotations and performances.</p>	<p>SL.11.1 W.11.1 0</p>

their own
clearly and
persuasivel
y.

1. Write
routinely
over
extended
time
frames and
shorter
time
frames for
a range of
tasks
purposes
and
audiences.
(W.11.10)
2. Act 1
Quote
analysis
(Say,
Mean,
Matter
chart with
example
and
significant
quotes for
overhead
or as a
handout).
Class
discussion
on the
connotatio
n of the
quotes and
how they
could have
been
worded
differently
and to what
effect. **See
Padlet**

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
<u>The Crucible</u>	5 days	1,2. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings;	1. Review five types of conflict as a class. Students will then create a chart with the five types of conflict citing examples of each found in the play.	1. Poem analysis identifying metaphors and Puritan marriage ideals within the work.	RL.11.4 RL.11.1 SL.11.1
<i>Act Two</i>		analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (RL.11.4)	1. Students will read Anne Bradstreet poem “To My Dear and Loving Husband” and answer questions regarding metaphors and Puritan marriage ideals. Discussion questions: How does Anne’s portrayal of marriage conflict with traditional Puritan marriage? How does this poem compare to the marriages we see in <i>The Crucible</i> ?	1. Reading guide questions.	
“To My Dear and Loving Husband” poem by Anne Bradstreet		1, 2. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text	1. Students will read and analyze the play through a variety of methods: students will read aloud in class, act out various roles, complete assigned readings for homework, and answer reading guide questions. 2. Conflict chart		

leaves matters
uncertain.
(RL.11.1)

2, 3. Initiate
and participate
effectively in
a range of
collaborative
discussions
with diverse
partners on
grades 11–12
topics, texts,
and issues,
building on
others’ ideas
and
expressing
their own
clearly and
persuasively.
(SL.11.1)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
<u>The Crucible</u> <i>Act Three</i> “Fresh Air Will Kill You” by Art Buchwald	5-7 days	1,5. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL.11.1)	1. Students will read Russell Baker’s take on “ Little Miss Muffet ” and write a response as to what social commentary he is making. Group Assignment: Following Baker’s model, students will write a nursery rhyme commentary from the perspective of three pretend experts of their own choosing. See Padlet	1. Group assignment will have students identify and respond to the social commentary made in the texts. See Padlet	RL.11.1 RI.11.6 W.11.4 RL.11.3
		1. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly		1. Compare/contrast essay that highlight differing perspectives on plot development and	

“Little Miss Muffet”

by Russell Baker

I, Tituba...

excerpts

effective, analyzing how style and content contribute to the power persuasiveness, or beauty of the text. (RI.11.6)

3, 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11.4)

1. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. (RL11.3)
2. Students read “**Fresh Air Will Kill You**” by Art Buchwald and cite multiple examples of irony. Students will complete Irony in *The Crucible* worksheet.

characterization

1. Students will read excerpts from **I, Tituba, the Black Witch of Salem** by Maryse Conde and write a compare/contrast essay on the different perspective presented in the character Tituba's telling of the trial proceedings and **The Crucible.**
2. Worksheets on irony will allow students to identify examples of verbal, situational and dramatic irony in both direct and indirect text.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/NJSLS Assessments
<u>The Crucible</u> <i>Act Three</i> (contd.)	(contd.)	4. Write routinely over extended time frame and shorter time frames for a range of tasks, purposes, and audiences. (W.11.10)	1. Class discussion: Analyze Adam Goodheart’s article, “How to Spot a Witch.” Ask the following questions: <ul style="list-style-type: none"> • What group were mostly the witch hunters? • What group was mostly the hunted? • How does perspective play a role in the witch hunt? • What prejudices or biases are at the heart of the matter? • What are some modern day witch hunts that still exist? 	W.11.1 0 SL.11.1 1. Reading guide questions
“How to Spot a Witch” by Adam Goodheart		4, 5. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 11 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (SL.11.1)	1. Students will read and analyze the play through a variety of methods: students will read aloud in class, act out various roles, complete assigned readings for homework, and answer reading guide questions. 2. Students will discuss the article by Goodheart to distinguish various perspectives presented in the text.	

Topic/ Selection	Suggested Timeline	General Objectives	Instructional Activities	Suggested Benchmarks/	NJSLS
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<u>The Crucible</u>	per topic 5-7 days			Assessments	W.11.3
<i>Act Four</i>	“In Ghana, Witch is Another Word for Victim”	1. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences. (W.11.3)	1. Students will write a letter from one character in <u>The Crucible</u> to another maintaining accuracy to the text and inferring what they believe transpires when the text leave matters uncertain.	1. Letters will be written from the perspective of one of the characters in <i>The Crucible</i> and contain accurate details from the text that convey the theme of betrayal.	W.11.4 W.11.9 RI.11.1
by Sherry Amantenstein	“Twentieth-Century Witch-Hunter: Joseph McCarthy”	1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11.4)	1. Students will read the following texts and define mass hysteria followed by a synthesis essay on what they all have in common.	1. Synthesis essay will have students define and apply the term mass hysteria as seen in various texts.	
“Children Hospitalized with Mass Hysteria...”	by Alasdair Baverstock		<ul style="list-style-type: none"> • “Children Hospitalized with Mass Hysteria...” • “Twentieth Century Witch-Hunter: Joseph McCarthy” • “In Ghana, Witch is Another Word for Victim” 		
		1,2. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11.9)			
		2. Cite strong and thorough textual evidence to support analysis of what the text says explicitly			

as well as
inferences drawn
from the text,
including
determining where
the text leaves
matters uncertain.
(RI.11.1)

Suggested Modifications for Special Education, ELL and Gifted Students

Teachers are encouraged to provide students with graphic organizers to assist them in developing comprehension of the characters, plotlines, etc., in the texts. Additionally, graphic organizers may be used by students in preparing projects, presentations, and writing assignments. Finally, extended time for readings or completing some readings orally in class may also be used as strategies for modifying the unit lessons.

Suggested Technological Innovations/Use

- Google Earth tour of Salem, MA
- The Crucible film
- Primer project can be done digitally, as well as any of the writing assignments.

8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Cross Curricular/21st Century Connections

9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. 9.1.8.E.4: There are ethical and unethical uses of communication and media

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 3: Literary Study: Constructing/Maintaining Identities

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), English 9, English 9 CP**
Time Period: **3rd Marking Period**
Length: **4-5 Weeks**
Status: **Not Published**

Summary of the Unit

In this unit students will read two novels written and set during the 1920s: *The Great Gatsby* by F. Scott Fitzgerald and *Passing* by Nella Larsen. Both novels feature characters from humble beginnings who actively construct new identities for themselves; these identities transcend social boundaries yet are also fraught with danger due to the lack of “authenticity.” Students will read both works concurrently and evaluate differences in authors’ style; thematic elements; representations of race, gender, and socioeconomic status; and interrogate the significance of authentic identities in a modern context.

Enduring Understandings

The search for “authenticity” and forging an identity are a part of the universal human experience.

Many writers purposefully write ambiguous passages to allow for a multiplicity of rich interpretations and thus debate. Race, gender, and socioeconomic status are socially constructed and subject to change over time.

Essential Questions

How are identities personally and socially constructed?

Where do the two novels converge and diverge, and to what ends thematically? What makes an identity “authentic”; how does authenticity (or lack thereof) matter? How does the author’s narrative strategy influence interpretation?

How are women represented/portrayed in these novels, and to what ends?

Summative Assessment and/or Summative Criteria

1) Learning Center Portfolio: Students will rotate between three learning centers—visual, social media, and text analysis—throughout the unit. Each center has a specific focus with tasks designed for small groups. Near the end of the unit, groups will select their “best” work from each station to assemble in a portfolio complete with self-evaluation rubric and reflections from all group members (See Padlet for more detailed instructions, rubrics, and station activities).

2) Biographical Research: Students will research the lives and works of either Fitzgerald or Larsen to answer the following research question: How did the author struggle with authenticity, and to what ends did this struggle impact their work? Essays should be in formal MLA style and synthesize at least three scholarly sources in approximately 3-4 pages with an annotated bibliography. (Build in class time to teach annotated bibliography)

Resources

Fiction:

The Great Gatsby by F. Scott Fitzgerald Passing by Nella Larsen

Poetry:

"Heritage" by Countee Cullen

"We Wear the Mask" by Paul Laurence Dunbar

Nonfiction:

"From Ali G to Rachel Dolezal: The Colourful History of Blacking Up" <http://www.theguardian.com/us-news/2015/jun/21/rachel-dolezal-ali-g-blacking-up>

"'Passing' and the American Dream" http://www.salon.com/2003/11/04/passing_4/ "The Man Who Spurned a Baseball Career to Become a Renowned Artist"

<http://www.theatlantic.com/entertainment/archive/2012/03/the-man-who-spurned-a-baseball-career-to-become-a-renowned-artist/254451/>

"When One of New York's Glitterati Married a 'Quadroon'"

<http://www.npr.org/sections/codeswitch/2014/06/07/319813854/when-one-of-new-yorks-glitterati-married-a-quadroon>

Art/Media:

Various vintage advertisements

Clips from two filmic versions of Gatsby <https://www.youtube.com/watch?v=TTWumSE8GXM> (Chapter 2 Party Scene) Image: "Isla Fisher as Myrtle Wilson"

Unit Plan

Topic/ Selected n	Suggested ed Timelin e per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSL S
<p>Framing Gatsby</p> <p><u>The Great Gatsby</u></p> <p>By F. Scott Fitzgerald</p> <p><i>Chapter s 1-2</i></p>	2 days	<p>1. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (RL11.3)</p>	<p>1. Book talk discussing the events of Chapters 1-2. (Sample Questions: What's the purpose of the author's use of juxtapositions? How are women portrayed thus far?)</p> <p>1. Watch a film clip from Baz Luhrmann's version: https://www.youtube.com/watch?v=TTWumSE8GXM Examine image "Isla Fisher as Myrtle Wilson"</p> <p>In small groups students analyze how differences in staging and performance affect reader/viewer interpretation. Compose a 250- 300 word written response in Google Docs— then share out findings as a class. Written responses should synthesize the novel and both visual sources.</p>	<p>1. Class and student annotations (3-5 annotations)</p> <p>1. Book talk points rubric</p> <p>1. Written Group analysis via Google docs. (250-300 words)</p>	<p>RL.11.3</p> <p>SL.11.1</p> <p>WI.11.6</p>
		<p>1. Come to discussions prepared, having read and researched material under study;</p>			

explicitly
draw on
that
preparati
on by
referring
to
evidence
from
texts and
other
research
on the
tropic or
issues to
stimulate
a
thoughtfu
l, well-
reasoned
exchange
of ideas.
(SL.11.1
A)

1. Use
technolog
y,
including
the
Internet,
to
produce,
publish,
and
update
individua
l or
shared
writing
products
in
response
to
ongoing
feedback,
including
new

- argument
s or
informati
on.
(W.11.6)
2. Read
aloud
**Chapter
1** in
Gatsby.
Annotate
as a class
paying
specific
attention
to
narrative
strategy
and
voice;
what
diction
and
syntax
reveal
about
character;
and trace
temporal
and tone
shifts.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Notoriety & Mystery Next Door	4 days	1. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,	1. What does opulence look like in the modern age? Students select two or three passages from Chapters 3-4 and juxtaposition them with modern day symbols depicting opulence. Students compose an argument that synthesizes how images/descriptions	1. Student quote analysis— self and peer assessment on paper or using district technology	W.11.7 L.11.5 RL.11.3
<u>The Great Gatsby</u>	Chapters 3-4				

demonstrating of the subject under investigation. (W.11.7)

of opulence create notoriety and thus power.

1. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.11.5)

2. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (RL.11.3)

1. Select and analyze quotes about authenticity (or lack thereof) and reputation. Is Nick's narrative voice authentic? Is he reliable and objective? What are the inconsistencies in Gatsby's story?
2. Small Group PowerPoint synthesizing images, excerpts from the novel, and student analysis. Presentation component can also be added.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/NJSLS Assessments
The "Real" Gatsby	4 days	1. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as	1. Introduce Learning Centers. Each learning center has different tasks for small groups. Students store their work for each station in folders (formative assessment grades) so teacher can monitor progress towards the final portfolio. (See Padlet for further instructions and center	1. Group folders with a running record of activities completed and teacher feedback. Learning Center artifacts. (Folders can be maintained electronically, on paper, or in combination)
<u>The Great Gatsby</u>				SL.11.1 B RL.11.9 RL.11.1 RL.11.7 W.11.1 0

needed. resources).
(SL.11.1B)

1. Demonstrate knowledge of...early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
(RL.11.9)

Visual Center: Students analyze race, socioeconomic status, gender, persuasive strategies in vintage advertisements from the 1920s; evaluate staging and character development from two film adaptations.

Social Media: Students assume the persona of a character from the novel and create a faux Twitter, Pinterest, and/or Instagram account. Characters interact with each other about events in the novel while maintaining an authentic “voice”.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
(RL.11.1)

Text Analysis: Students analyze teacher selected quotes from both novels; Analyze song lyrics “**Ain’t We Got Fun**” and the poem “**Heritage**” and relate content with novels.

1. Analyze multiple interpretations of a story, drama, or

poem,
evaluating
how each
version
interprets the
source text.
(RL.11.7)

1. Write
routinely over
extended time
frames and
shorter time
frames for a
range of tasks
purposes and
audiences.
(W.11.10)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
<p><u>Passing</u></p> <p>By Nella Larsen</p> <p><i>Part One: Encounter</i> (approx. 36 pages)</p> <p>“We Wear the Mask” poem</p> <p>by Paul Laurence Dunbar</p>	<p>5 days</p>	<p>1. Determine the meaning of words and phrases as they are used in the text...analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (RL.11.4)</p> <p>1. Propel conversations by posing and responding to</p>	<p>1. Continue holding book talks that require the use of textual evidence and synthesis with <u>Gatsby</u> in regards to thematic /literary elements, author choices in diction and syntax, social commentary/criticism, and narrative strategy and its impact on interpretation.</p> <p>1. Read and synthesize the following sources:</p> <ul style="list-style-type: none"> Dunbar’s poem “We Wear the Mask” 	<p>1. Teacher-made comprehension and analysis quizzes.</p> <p>1. Book talk rubric.</p> <p>1. In-class essay. Student synthesize resources in a mini-paper.</p>	<p>RL11.4 SL.11.1 C RL.11.9 W.11.2 B</p>

questions that probe reasoning and evidence...and promote divergent and creative perspectives. (SL.11.1.C)

- the essay “**From Ali G to Rachel Dolezal...**”
- and teacher-selected quotes from Salon’s article “**‘Passing’ and the American Dream**”

1. Demonstrate knowledge of...early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (RL.11.9)
- Relate and discuss issues surrounding “passing” then and now. How are identities personally and socially constructed? What makes an identity “authentic”; how does authenticity (or lack thereof) matter?

1. Develop 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. (W.11.2.B)
2. Depending on teacher preference, students can practice close

reading and text-rooted response as a class, individually, and/or in literature circles.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
Tragic Endings	2 weeks	1. Apply knowledge of language to understand how language functions in different contexts. (L.11.3)	1. Trace motifs throughout both novels and examine how they reveal possible themes using textual evidence in support.	1. Student-created bulletin board and/or Blendspace.	L.11.3 RL.11.2 W.11.7
Passing <i>Parts Two & Three</i> (approx. 57 pages)		1. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account (RL.11.2)	1. Build in workshop days for Biographical Research Project. Teach and model how to write an annotated bibliography.	1. Multiple student drafts. Teacher created formative assessments that measure progress on student projects.	
and					
The Great Gatsby <i>Chapters 7-9</i> (approx. 67 pages)		1. 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	2. Google document. Shared writing project with peer review and multiple drafts. Book talk.		

investigation.

(W.11.7)

1. Evaluate correlations in both Larsen's and Fitzgerald's style and analyze the effect on the reader (e.g., use of narrative strategy, non-linear structure, temporal/tone shifts, figurative language, selective ambiguity, etc.)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Tragic Endings (contd.)	2 weeks	<ol style="list-style-type: none"> 1. Write routinely over extended time frame and shorter time frames for a range of tasks, purposes, and audiences. (W.11.10) 	<ol style="list-style-type: none"> 1. Build in workshop days to support the writing process necessary to complete the Learning Center Portfolio. Conference with students individually or in small groups about tips for re-vision; other students continue drafting and working in pairs to peer review. 	<ol style="list-style-type: none"> 1. Teacher and student created debate rubric. 1. 1-Minute Presentations with small groups and/or individuals reporting their findings. 	<p>W.11.1 0 SL.11.4 RI.11.7 L.11.3</p>
Passing Parts Two & Three (approx. 57 pages)		<ol style="list-style-type: none"> 1. Present information, findings, and supporting evidence, conveying a 	<ol style="list-style-type: none"> 1. Organize a student debate regarding some 		
and					

The Great Gatsby
Chapters 7-9

(approx. 67 pages)

“When One of New York’s Glitterati Married a ‘Quadroon’”
by Theodore

R. Johnson III

clear and distinct perspective... and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
(SL.11.4)

1. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
(RI.11.7)

of the events left ambiguous in Passing (e.g., the novel’s ending, Clare’s relationship with Brian, Irene and Brian’s marriage).

1. Read and annotate NPR’s article “**When One of New York’s Glitterati...**” Analyze representations/portrayals of women in both novels. Do these portrayals reinforce gender stereotypes or dispel them? How do the various media resources (advertisements, film clips) from the unit parallel with these representations of women, and to what ends?
2. Multiple student drafts with peer review as well as teacher feedback/suggestions for re- vision.

6. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L11.3)

Suggested Modifications for Special Education, ELL and Gifted Students

Teachers may choose to expand the amount of time devoted to the annotation by modeling and focusing on one to two annotations per day (i.e., Day 1: Questions – unfamiliar words and confusing passages; Day 2: Key Points – Identifying important information; etc.). Teacher may also choose to provide a “Legend of Annotation Symbols” to provide students with a Toolbox to use during annotation. Included in the resources found on the 11th grade Curriculum Padlet are online copies of both the required texts, including a translated copy of Fitzgerald’s *The Great Gatsby* (English to Spanish). Also included in the Padlet are access to audiobooks for both Fitzgerald’s *The Great Gatsby* and Larsen’s *Passing*. The resources can assist students inside the classroom, and extend the learning outside the classroom.

Suggested Technological Innovations/Use

Use of the SmartBoard and Chromebooks during the culminating task is highly encouraged to assist with drafting, research. Additionally, teachers may use online apps and software to provide a variety of formats for students to choose from when submitting different elements/steps of the writing process, as well as provide a platform for teacher and peer feedback. (i.e., Inspiration software, Blendspace, Google Classroom, and Google Applications.). 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Cross Curricular/21st Century Connections

9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. 9.1.8.E.4: There are ethical and unethical uses of communication and media

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 4: Adversity & the Individual

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), English 9, English 9 CP**
Time Period: **2nd Marking Period**
Length: **4-5 Weeks**
Status: **Not Published**

Summary of the Unit

Ken Kesey's *One Flew Over the Cuckoo's Nest* and Tennessee Williams' *A Street Car Named Desire* both examine the impact of environments and the affect they have over the human condition. Teachers can select either text, and students will encounter characters with complex personal and psychological issues facing significant opponents. Subsequently, additional research is infused throughout the unit to spark conversations and evolving understandings about mental illness and its portrayal in texts, on screens, and in media. Furthermore, students will research and apply various literary lenses and evaluate how criticisms can affect interpretation.

Enduring Understandings

Issues surrounding mental illness require an open-mind and willingness to confront biases to reach a greater understanding/empathy for the complexity of experiences in literature and life.

Language is powerful and can be employed to manipulate, empower, and/or alter perceptions.

The application of multiple literary criticisms—Marxist theory, Feminism/Gender Studies, and Psychoanalysis—provides readers with lenses from which to analyze complex texts.

Arguments are more effective when scholarly sources are synthesized to support assertions.

Essential Questions

How do individuals respond to adversity and how does their response affect the greater society? How does language dehumanize, and to what ends?

What role does literature play in shaping/responding to society's inequalities?

How does the media influence the public's perspective on issues such as mental illness? How does applying a literary lens to literature impact and influence interpretation?

Summative Assessment and/or Summative Criteria

1. Literary Lens Analysis Presentation: Students will present their close reading and analysis reflecting the

selected literary lens—

Marxist, Feminism/Gender Studies, or Psychoanalytic—of the novel One Flew Over the Cuckoo's Nest **or** the play A Streetcar Named Desire. Students will be assessed on their presentation skills, written work, and the application of the literary lens. Rubrics and requirements included in Padlet.

2A. Text to Film Critique: After watching the filmic adaptations of One Flew Over the Cuckoo's Nest/ "A Streetcar Named Desire" students will compose a 400-500 word critique of the film's staging, performances, and overall representation of the written novel/play. Students will utilize a 5-star rubric and assign a rating to adaptation, supporting their choices in a separate 100 word rationale.

Or

2B. Retro Song Presentation: Music plays an important role in Williams' play, for example the music of the French Quarter often compliments or interrupts scenes in order to shed light on a character's emotional state. Students select a retro song (from 1951 or earlier) where the lyrics or possibly the instrumental arrangements apply to a specific character, theme, or mood for a specific scenes and present their analysis to the class. See Padet. Can also be adapted for One Flew Over the Cuckoo's Nest.

Resources

Fiction:

One Flew Over the Cuckoo's Nest by Ken Kesey

A Streetcar Named Desire Tennessee Williams

Poetry:

"The Unknown Citizen" by W.H. Auden

https://web.cn.edu/kwheeler/documents/Unknown_Citizen.pdf "Much Madness in the Divinest Sense" by Emily Dickinson

<http://www.poetryfoundation.org/poem/182156>

Student selected lyrics (subject to teacher approval) for literary analysis and connection to a specific scene, theme, character, etc.

Nonfiction:

“Under Surveillance” excerpted from DSM-IV Casebook TR (Pages 101-103)

“I Had Shock Therapy...and I’d Do It Again” by Lea Goldman <http://www.marieclaire.com/health-fitness/a4094/shock-therapy-depression-treatment/> “A Lobotomy That He Says Didn’t Touch his Soul” Charles McGrath http://www.nytimes.com/2005/11/16/arts/a-lobotomy-that-he-says-didnt-touch-his-soul.html?_r=0

“One Flew Over the Cuckoo’s Nest: 10 Things You Didn’t Know About the Film” <http://www.telegraph.co.uk/culture/film/10665661/One-Flew-Over-the-Cuckoos-Nest-10-things-you-didnt-know-about-the-film.html>

Art/Media:

“White Rabbit” by Jefferson Airplane YouTube Video and lyric sheet <https://www.youtube.com/watch?v=WANNqr-vcx0> Rorschach test online <http://personality-testing.info/tests/HEMCR.php>

“Schizophrenia Simulator” Anderson Cooper 360 <https://www.youtube.com/watch?v=yL9UJvtgPZY> or <http://www.buzzfeed.com/kasiagalazka/schizophrenia-simulator#.mey75XDzr>

One Flew Over the Cuckoo’s Nest, Directed by Milos Forman.

Types of Literary Criticism: <http://hhh.gavilan.edu/kwarren/LitCrit.html>

Resources for A Streetcar Named Desire: Drama/Fiction:

A Streetcar Named Desire by Tennessee Williams

“Next Door” by Kurt Vonnegut (Welcome to the Monkey House page 124-134)

Poetry:

“The Broken Tower” by Hart Crane <http://thebrokentower.com/>

“Much Madness in the Divinest Sense” by Emily Dickinson
<http://www.poetryfoundation.org/poem/182156>

Student selected lyrics (subject to teacher approval) for literary analysis and connection to a specific scene, theme, character, etc.

Nonfiction:

"How Hollywood Sucks at Portraying Mental Illness" by Jules Suzdaltsev
<http://www.vice.com/read/hollywood-sucks-at-portraying-mental-illness>

Art/Media:

"It's Only a Paper Moon" by Ella Fitzgerald Youtube Video and lyric sheet
https://www.youtube.com/watch?v=gapCK5_rMuY

A Streetcar Named Desire, Dir. Elia Kazan. Perf. Marlon Brando, Vivien Leigh, Kim Hunter and Karl Malden 1951. Types of Literary Criticism: <http://hhh.gavilan.edu/kwarren/LitCrit.html>

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
<u>One Flew Over the Cuckoo's Nest</u> By Ken Kesey <i>Part I</i> "Under Surveillance" excerpt from DSM-IV Casebook TR Video Clips of	2 weeks	1. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths/limitations of each source in terms of the task, purpose, and audience. (W.11.8) 1. Initiate and participate effectively in a range of collaborative	1. Students listen to Jefferson Airplane's "White Rabbit" and analyze how the lyrics relate to counter culture and the novel. 1. Brainstorm topics for analysis thus far. Students work in small groups selecting evidence from the	1. Written Response 250-300 words. 1. Group Work shared via Google Docs. 1. Student Responses. Book Talk Rubric.	W.11.8 SL.11.1 RL.11.1 W.11.1 SL11.1 D

Anderson
Cooper's
"Schizophren-
ia Simulator"

discussions...
building on others'
ideas and
expressing their
own clearly and
persuasively.
(SL.11.1)

text and
composing a
well- supported
written analysis
(ie: portrayal of
black guards and
Nurse Ratched,
narrative voice
and strategy,
McMurphy's
justification of
his crimes).

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
(RL11.1)

1. After reading excerpt "**Under Surveillance**" and viewing clips of Anderson Cooper's "**Schizophrenia Simulator**" students will evaluate if Kesey's portrayal of Chief is authentic and fosters empathy in the reader. Students participate in a Book Talk synthesizing the novel, the excerpt, and the video clips in a larger conversation about mental illness.
2. Web Quest Responses and resulting Class Discussion. (See Padlet)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
(W.11.1)

1. Propel conversations by posing/responding to questions that probe reasoning/evidence; ensure a hearing for a full range of positions on a topic; clarify, verify, or challenge ideas & conclusions; and promote divergent and creative perspectives.
(SL.11.1D)

1. Prior to reading

novel,
 students
 participate
 in a Web
 Quest about
 the novel's
 setting.
 Questions
 focus on
 American
 (counter)
 culture
 during the
 1950s-60s
 (ie:
 treatment of
 mental
 illness,
 changing
 social
 attitude/mor
 als, etc.)
 Students
 cite
 resources
 that support
 their
 answers
 using
 Chrome
 Books.
 Discuss
 findings as a
 class.

Topic/ Selection	Suggested Timeline	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
<u>One Flew Over the Cuckoo's Nest</u>	1 week	1. Draw evidence from literary or informationa l texts to support analysis, reflection, and research.	1. Students use Chrome Books to take the Rorschach Test online. Students analyze their results: Do you think your results accurately reflect your personality? Record analysis in notebook or Google document and share findings as	1. Group Character Analysis	W.11.9 RL.11.1 RI.11.5 SL.11.1 D
<i>Part 2</i>				1. Socratic Seminar Rubric	
Rorschach					

Tests (online)

(W.11.9)

a class.

“I Had Shock
Therapy... and
I’d Do it
Again”

by Lea
Goldman

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL.11.1)

1. 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. (RI.11.5)

3. Respond thoughtfully to diverse

1. Students evaluate the changes the characters are undergoing as a result of McMurphy’s influence. Are these changes beneficial considering their mental states? Students can be broken into small groups and assigned a specific character to focus on.

1. Read and annotate “**I Had Shock Therapy...And I’d Do it Again.**” Compare article with how electroshock therapy is portrayed in the novel. Students participate in a Socratic seminar

2. Rorschach test results and student self-analysis.

perspectives;
 synthesize
 comments, claims,
 and evidence made
 on all sides of an
 issue; resolve
 contradictions when
 possible; and
 determine what
 additional
 information or
 research is required
 to deepen the
 investigation or
 complete the task.
 (SL.11.1D)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
<u>One Flew Over the Cuckoo's</u>	1 week	1. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11.9)	1. Introduce students to additional literary lenses— Psychoanalytic, Marxist, and Feminist. Break students into small groups focusing on one literary lens at a time. Students practice selecting evidence, applying the specified lens, and evaluate the impact on reader interpretation. Synthesize findings as a class.	1. Learning Centers. Student analysis shared via Google Docs. 2. Teacher created formative assessments that evaluate student progress towards meeting the goals of the summative assessment	W.11.9 RL.11.7 W.11.2 W.11.6
<u>Nest</u>		1. Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text. (RL.11.7)			
<i>Part 3</i>		1. Write explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately	1. Build in class time using Chrome Books and writing workshops to support the Retro Song Presentation or Text-to-Film Critique		

through the effective selection, organization, and analysis of content. (W.11.2)

(student/teacher choice). Students participate in peer-review and critique lyric/film analysis thus far using a rubric. For film, provide students with guided questions and graphic organizers to assist them with comparing and contrasting the written work with the adaptation.

1. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11.6)

2. Diagrams showing student analysis of novel using Archetypal Theory.

1. Teach mini-lesson on Archetypal Theory. As a class, analyze archetypes in the novel and evaluate how they reflect American society. This activity can help students practice the application of a literary lens to support

the
summative
assessment.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
<u>One Flew Over the Cuckoo's Nest</u>	1 week	1. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (SL.11.1D)	1. After finishing Part 4 , read and annotate “A Lobotomy That He Says Didn't Touch His Soul” analyze the efficacy of this controversial treatment through a class discussion.	1. Book Talk Rubric 1. Written Reflection 300-400 words. (See Padlet for guided questions)	SL.11.1 C SL.11.1 D W.11.4 W.11.9
<i>Part 4</i>					
“A Lobotomy That He Says Didn't Touch His Soul”					
By Charles McGrath					
“Much Madness...”					
By Emily Dickinson					
“Unknown Citizen” By W.H. Auden		1. Propel conversations by posing and responding to questions that probe reasoning	1. After finishing the novel and film students analyze and critique the film in a Final Book Talk. Students analyze the major differences between the two mediums and critique how the author's and/or director's choices impact interpretation. Students evaluate the portrayal of McMurphy and mental illness using textual evidence.		
			1. Read “How the Media Sucks...” and both poems		

and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (SL.11.1C)

“Unknown Citizen” and “Much Madness.”

Using at least two of the sources synthesize a reflection answering one of the guided questions about mental illness. Share via Google Docs.

2. Socratic Seminar Rubric

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11.4)

3. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11.9)

**Topic/
Selection**

**Suggested General Objectives
Timeline
per topic**

Instructional Activities

**Suggested
Benchmarks/
Assessments**

NJSLS

Welcome to Elysian Fields

1-2 days

Introduction to

A Streetcar Named Desire

by Tennessee Williams

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL11.1)

1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (RL.11.4)

1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to

1. Read and annotate **Scene One's** stage directions (the italics). Students will evaluate significance of naming Kowalski's street Elysian Fields (allusion to Greek Mythology's Elysium or the final resting place of souls). As students participate in close readings of the play they will continue to evaluate Williams' choices in diction/syntax by annotating as a class and substantiating their rationales for said annotations. Continue modeling close reading and annotation throughout the play.

1. Students will brainstorm using two scenarios. Scenario one would require students to "imagine that you are taking in a relative into your home what rules/procedures would you impose on your guest" or "imagine that you have lost your home and are going to live with a

1. Brainstorm Responses, Teacher Observation.

1, 2. Homework Assignment:

Choose one of the following quotes and write a 250-300 word composition analyzing its meaning:

- "You build on failure. You use it as a stepping stone. Close the door on the past. You don't dwell on it. You don't let it have any of your energy, or any of your time, or any of your space."- Johnny Cash

- "A failure is not always a mistake, it may simply be the best one can do under the circumstances. The real mistake is to stop trying."- B. F. Skinner

(Source: Brainy Quotes)

RL.11.1
RL.11.4
SL.11.4
W11.10

evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. (SL.11.4)

family member, what responsibilities do your hosts have? What responsibilities do you have?” This should be shared aloud with the class prior to beginning the play.

2. At least three annotations with analysis.

2. 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 tasks, purposes, and audiences. (W.11.10)

Topic/ Selection	Suggested General Objectives Timeline per topic	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Voyeurism & Inadequacy	5-7 days	1. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating of the subject under investigation. (W.11.7)	1. While reading Scenes One and Two students will examine the motifs of voyeurism and inadequacy as it manifests in the characters of Blanche and Stanley. 2. Students should pause reading the play at the close of Scene Two and begin reading Kurt Vonnegut’s short story, “Next Door” . While reading Vonnegut’s short story students analyze the motifs of voyeurism and inadequacy in the text as it manifests itself through the characters Paul Leonard,	RL.11.1 RL.11.4 SL.11.4 W11.10
<u>A Streetcar Named Desire</u>			1. Student Annotations & Responses 2. Book Talk Activity or Written 300-word response	
Scenes One and Two				
& “Next Door”				
by Kurt Vonnegut				

1. Determine two Mr. Hagar and All Night Sam. or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11.2)

2. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.11.1)

2. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.11.1A)

1. After reading and annotating Vonnegut's short story students will be asked to differentiate the outcomes of voyeurism present in both the play and the short story. Students evaluate how the characters vilify one another by seeking the sordid or scandalous and how that affects the individual's feeling of inadequacy. This activity can be completed in one of two ways. Students can discuss findings through a "book talk" activity or in a short 300-word response. (See Book Talk Rubric).
2. Students mark and analyze at least 5 annotations on the text. (Making copies of this specific scene are recommended; however, students can make annotations in the plays using Post-it notes. If multiple classes use the books, pair students with a "buddy" across classes to enhance

the experience)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Sympathetic Characters	4-5 days	1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (RL.11.4)	1. Students analyze the motives Blanche has for being dishonest as well as the motives Stanley has for uncovering the truth. Each of these complex characters is trying to overcome an adversary. Students cite relevant quotes/evidence from the play to justify their arguments.	1. Symbolism Worksheet (See Padlet)	RL.11.4 RL.11.3 W.11.1
<u>A Streetcar Named Desire</u>		1. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (RL11.3)	2. Close Reading Activity: Analyze Dialogue	1. Written Response (300-400 words) using textual evidence from the play.	
Scenes Three & Four		1. Write arguments to support claims in an analysis of substantive topics			

or texts, using
valid reasoning
and relevant and
sufficient
evidence. (W.11.1)

1. While
reading
Scenes 3 &
4 the class
will focus
on
character
developme
nt.
Students
analyze
how
Williams'
presents
his
characters
to the
audience
and the
choices he
makes with
their
dialogue.
2. During the
reading of
**Scene
Three**
students
analyze at
least five
of the
symbols
present.
Williams
carefully
chooses
items that
travel with
Blanche,
these items
have a
greater
insight to
her
character.
Students
must select

five items
and
provide a
rationale
explaining
their
symbolic
meaning.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
The Power of Language	4-6 days	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.11.1)	1. While reading Scenes Five and Six analyze the dialogue between Blanche and Stanley: specifically word choice, syntax, and tone. Students evaluate how Williams' characters use language to dehumanize one another.	1. Close reading of Scenes 5-6 in class. Student annotations. 1. Class Activity: Talk Show (Modified Book Talk Rubric)	SL.11.1 SL.11.1 c RI.11.2
<u>A Streetcar Named Desire</u>			1. Break students into three categories for Talk Show activity: host, characters and audience. Students evaluate who is responsible for the conflict in the Kowalski home by act in their specific role. The host(s) poses questions related to the motives of the characters; characters justify their position in the conflict; and the audience develops follow up questions for the participants. Students must rely on the text for material.	2. Guided Practice Literary Criticism	
Scenes Five and Six		1. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative			

perspectives.
(SL.11.1c)

1. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
(RI.11.2)

1. Reading should pause at the end of **Scene Five** to introduce various schools of Literary Criticism. Teacher presents an overview of each criticism and students identify and apply the theories to the play thus far using textual evidence. This will serve as a guided practice for students prior to the summative assessment.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Conquering an Adversity	5-7 Days	1. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (RL.11.6)	1. Using the literary criticisms covered in previous class discussions, evaluate the portrayal of the female characters Blanche, Stella, and Eunice from the onset of the play. Students utilize the Feminism/Gender Studies lenses to analyze key scenes in the plot. This will act as additional practice toward the summative assessment and a	1. Analyze the lyrics activity "It's Only a Paper Moon." (See Padlet)	RL.11.6 RL.11.4 SL.11.5 W.11.6
<u>A Streetcar Named Desire</u>		1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the		1. Written Analysis shared via Google Docs to monitor student progress and support peer review. Guided Questions and Graphic Organizers for	
Scenes Seven, Eight, and Nine					

<p>impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (RL.11.4)</p>	<p>catalyst for an in-class discussion.</p> <ol style="list-style-type: none"> 1. Williams provides his character Blanche with a coping mechanism in “warm baths”. While bathing Blanche sings a famous tune of the time, “It’s Only a Paper Moon”. Students evaluate Williams’ choice in adding this song to his play by analyzing the lyrics’ relevance to the plot and characters. 	<p>film.</p>
<ol style="list-style-type: none"> 1. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.(SL.11.5) 	<ol style="list-style-type: none"> 1. Build in class time using Chromebooks and writing workshops to support the Retro Song Presentation or Text-to-Film Critique (student/teacher choice). Students participate in peer-review and critique lyric/film analysis thus far using a rubric. For film, provide students with guided questions and graphic organizers to assist them with comparing and contrasting the written work with the adaptation. 2. Students should continue Book 	
<ol style="list-style-type: none"> 3. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11.6) 		

Talk/ Discussion based activities in class. This activity will require the use of the literary criticisms covered in-class and supports the Literary Lens Presentation.

Topic/ Selection	Suggested General Objectives Timeline per topic	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
Ambiguity & Interpretation	<p>1 week</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL.11.1)</p>	<p>1. Read “How the Media Sucks...” and both poems “The Broken Tower” and “Much Madness.” Using at least two of the sources synthesize a reflection answering one of the guided questions about mental illness. Share via Google Docs.</p> <p>2. Student Annotations. Final Book Talk.</p>	<p>1. Homework assignment. Written Reflection 250-300 words shared via Google Docs. (See Padlet for Reflection topics)</p>	<p>RL.11.1 SL.11.4 W.11.72</p>
<u>A Streetcar Named Desire</u>	<p>Scenes Ten and Eleven</p> <p>1. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks..</p>	<p>Share via Google Docs.</p>	<p>Final Book Talk.</p>	
“The Broken Tower” poem by Hart Crane		<p>Share via Google Docs.</p>		
“How the Media Sucks...” Jules Suzdaltsev		<p>Final Book Talk.</p>		
“Much Madness in the Divinest Sense” poem by Emily				

1. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating of the subject under investigation.

(W.11.7)

1. After reading aloud and annotating **Scenes Ten and Eleven**, students analyze and critique the film's ending in a Final Book Talk. Students analyze the major differences between the two mediums and critique how the author's and/or director's choices impact interpretation. Students evaluate the effectiveness of the ending and

justify their
feelings
toward the
plot/characters. (Special
attention
should be
given to the
more
mature
aspects of
the play
including
physical
and
emotional
abuse and
the
subsequent
rape of the
character
Blanche)

Suggested Modifications for Special Education, ELL and Gifted Students

Teachers may choose to expand the amount of time devoted to the annotation by modeling and focusing on one to two annotations per day (i.e., Day 1: Questions – unfamiliar words and confusing passages; Day 2: Key Points – Identifying important information; etc.). Teacher may also choose to provide a “Legend of Annotation Symbols” to provide students with a Toolbox to use during annotation. Included in the resources found on the 11th grade Curriculum Padlet are online copies of both the required texts. Special Education and English Language Learner students should benefit from visual representations of the text, especially the film adaptations. These students may benefit from the Film Criticism assessment as it will assist students will building a better understanding of the text as a whole.

Suggested Technological Innovations/Use

Use of the Smart Board and Chromebooks during the culminating task is highly encouraged to assist with drafting, research. Additionally, teachers may use online apps and software to provide a variety of formats for students to choose from when submitting different elements/steps of the writing process, as well as provide a platform for teacher and peer feedback. (i.e., Inspiration software, Blendspace, Google Classroom, and Google

Applications.)

8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Cross Curricular/21st Century Connections

Cross Curricular/ 21st Century Connections:

9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.E. There are ethical and unethical uses of communication and media

e

Unit 5: Brave New Worlds – Science, Technology, and Ethical Issues

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), English 9, English 9 CP**
Time Period: **4th Marking Period**
Length: **4-5 Weeks**
Status: **Not Published**

Summary of the Unit

This unit is comprised of both nonfiction and fiction selections that explore the ethical and moral dilemmas surrounding advances in science and technology. Students will read Rebecca Skloot’s meticulously researched novel The Immortal Life of Henrietta Lacks paired with various short stories from Kurt Vonnegut’s Welcome to the Monkey House. These readings ultimately lead students to interrogate the expertise/authority presented in these works and create their own educated view on these modern dilemmas. Additionally, Vonnegut’s satirical writings allow readers to envision the dark underbelly of technological advances. To these ends, students will evaluate areas of modern scientific research and the paradoxical nature of ethics to synthesize their own opinion on the effects of such advances.

Enduring Understandings

Nonfiction often employs a bit of stagecraft and good readers evaluate how subtle shifts in narrative strategy, tone, etc. reveal author’s purpose/motivations and areas for critique.

Satire’s blend of humor, rhetorical devices, and knowledge of the audience to deliver clever and thought-provoking critiques on contemporary issues is a powerful tool that can help challenge social norms.

Ethics (or a lack thereof) in the scientific community can have lasting implications for individuals and society at large.

Essential Questions

How should the discovery of important scientific advances balance against personal privacy and rights? What role should ethics play in Science?

How does the author employ different narrative strategies, and to what ends?

How does the author’s choice of a non-linear structure and the blending of fiction (speculative) and non-fiction elements affect reader interpretation?

How can satire interact with and impact social norms?

Summative Assessment and/or Summative Criteria

1. Ethical Dilemma Argument: Based on their research, students select a current ethical dilemma in Science and write a 400-500 word paper, **or** deliver a 2-3 minute speech advancing an argument about this controversial issue. A minimum of four sources and the addition of a counter argument must be included. See Padlet for rubrics and further resources.
2. Satirical Science Fiction Narrative: Students write a short story, series of vignettes, or graphic story using at least five features of Kurt Vonnegut's writing to convey their own social commentary through satire. Additionally, students write a brief rationale explaining their process in writing the satire. See Padlet for rubrics and further resources.

Resources

Nonfiction:

The Immortal Life of Henrietta Lacks by Rebecca Skloot

Fiction:

“Harrison Bergeron” by Kurt Vonnegut (Welcome to the Monkey House, Pages 7-14)

“Tomorrow and Tomorrow and Tomorrow” by Kurt Vonnegut (Welcome to the Monkey House, Pages 315-31)

“Unready to Wear” by Kurt Vonnegut (Welcome to the Monkey House, Pages 254-69)

Art/Media:

“The Benevolent Deception...” by Marc E. Agronin <http://www.theatlantic.com/health/archive/2011/10/the-benevolent-deception-when-should-a-doctor-lie-to-patients/246773/>

“The Tuskegee Timeline” <http://www.cdc.gov/tuskegee/timeline.htm>

Assorted Primary Source Documents from the National Archives Catalog
<https://research.archives.gov/>

(Search: Tuskegee Syphilis Study) “The Oath: Meaningless Relic of Invaluable Moral Code”
<http://www.pbs.org/wgbh/nova/body/hippocratic-oath-today.html>

“Seven Creepy Experiments that Could Teach Us So Much...” by Jerry Adler
http://www.wired.com/2011/07/ff_swr/

“Why Stephen King Spends Months and Even Years Writing Opening Sentences” by Doug McLean
<http://www.theatlantic.com/entertainment/archive/2013/07/why-stephen-king-spends-months-and-even-years->

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
<p>Introduction to <u>The Immortal Life of Henrietta Lacks</u></p> <p>“A Few Words About This Book” (xiii)</p> <p>“Prologue: The Woman in the Photograph”</p> <p>“Deborah’s Voice”</p> <p>Quote from Elie Wiesel</p>	<p>1 day</p>	<p>1. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (RI.11.6)</p> <p>1. 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. (RI.11.5)</p> <p>1, 2. Draw evidence from literary or</p>	<p>1. After reading the preface materials. Students compose a response to the following essential question: What role should ethics play in Science?</p> <p>2. Teacher Observation. Student Annotations (Min. of 5 suggested)</p>	<p>1. Homework. Written Response 250-300 words. (Can also be used later to evaluate shifts in student opinions as the class progresses through the novel)</p>	<p>RI.11.6 RI.11.5 W.11.9 W.11.1</p>

informational texts
to support analysis,
reflection, and
research. (W.11.9)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11.1)
2. As a class or in literature circles, conduct a close reading of all the preface materials **(Pages xiii-9)**. Students analyze narrative strategy, voice, style, and purpose; then discuss and write their findings on post-it notes in the novel. Students explain why their annotations are relevant.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
<u>The Immortal</u> <u>Life of</u> <u>Henrietta</u> <u>Lacks</u>	1 day	1. Write routinely over extended time frame and shorter time frames for a range of tasks, purposes, and audiences. (W.11.10)	1. Student annotations should focus on <i>how</i> Chapter 1 is written (ie: structure, literary elements, voice, etc). Students discuss and write their findings on post-it notes that are placed inside the novel. Sample Question: Despite being a work of non-fiction, Skloot “recreates” Henrietta’s exam as a narrative— does this impact authenticity?	1. Teacher Observation. Student Responses. Notebook Check.	W.11.1 0 RI.11.1 RI.11.7 L.11.3
<i>Part One: Life</i>					
Chapter 1: “The Exam” (Pages 13-17)		1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11.1)			
“A Few Words About This Book” (xiii)			1. After reading Chapter 1 , revisit “A Few Words About This Book.” Discuss as a class: How might this chapter have been perceived/received differently if a reader had skipped the pre-reading materials? Students cite relevant examples to support their assertions and take notes. 2. Teacher Observation. Student Annotations.		
		1. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the			

course of the text.
(RI.11.3)

2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
(L11.3)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
<p><u>The Immortal Life of Henrietta Lacks</u></p> <p><i>Part One: Life</i></p> <p>Chapters 2-11 (Pages 18-86)</p> <p>“The Benevolent Deception...”</p>	1 week	<p>1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issues to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.11.1A)</p> <p>1. Use technology,</p>	<p>1. Throughout the unit, Book Talks are encouraged to analyze and discuss key passages, scientific concepts, non-linear structure, author’s blending of fiction and non-fiction elements, etc.</p> <p>1. In small groups, students analyze shifts in narrative voice, tone, time, and topic. Groups select at least three examples illustrating “the shift” and then evaluate their efficacy and possible impact on the reader. Share findings via Google Docs. Re-vision as necessary</p>	<p>1. Group Analysis. Peer Review</p> <p>1. Web Quest Questions (See Padlet)</p>	<p>SL.11.1 A W.11.6 W.11.7 L.11.5A</p>

By Marc E.
Agronin

including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11.6)

1. Conduct short as well as more sustained research projects to answer a 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. (W.11.7)

according to peer/teacher feedback.

1. Students evaluate various euphemisms from this section, specifically, “benevolent deception” (63). After reading the excerpt “**The Benevolent Deception...**”, students then explore ethics more in depth via a Web Quest. What are Ethics? What should be an ethical standard in medicine? What questions about ethics do the novel and the excerpt raise?
2. Student Responses.
Book Talk Rubric

3. Interpret figures

of speech in context
and analyze their
role in the text.
(L.11.5A)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
<p><u>The Immortal Life of Henrietta Lacks</u></p> <p><i>Part Two: Death</i></p> <p>Chapters 12-16 (Pages 87-126)</p> <p>“Seven Creepy Experiments that Could Teach Us So Much...”</p> <p>by Jerry Adler</p>	4 days	<p>1. 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. (W.11.7)</p> <p>1. Present information, findings, and supporting evidence, conveying a clear and distinct perspective... and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>1. After reading Chapter 13, students use Chrome Books to access the National Archives Catalog database: https://research.archives.gov/</p> <p>Enter “Tuskegee Syphilis Study” in search box and narrow results to 8 textual records. In small groups students work to synthesize 3 or more of the 8 sources. Students present their argument to the class.</p> <p>1. Read and annotate “Seven Creepy Experiments...” by Jerry Adler. Students respond to the following questions in writing and/or class discussion: Are any of these experiments worth the payoff? Should ethics be eschewed if the impact on humanity is large enough? Evaluate ethical dilemmas using textual evidence from the article, unit resources, and novel in support.</p> <p>2. Group Synthesis Argument.</p>	<p>1. Written and/or Oral Responses.</p>	<p>W.11.7 SL11.4 RI.11.5 W.11.9</p>

(SL.11.4)

1. 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. (RI.11.5)

2. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11.9)

Topic/ Selection	Suggested General Objectives ed Timelin e per topic	Instructional Activities	Suggested Benchmarks/ Assessments	NJSL S
<u>The Immortal Life of Henrietta Lacks</u>	1 week 1. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. (RI.11.7)	1. Build in class time to support the summative assessment, Ethical Dilemma Argument.	1. Proposal. Multiple student drafts with peer review as well as teacher feedback/suggestions for revision.	RI.11.7 SL.11.1 D W.11.1 A
<i>Part Two: Death</i>	1. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or			
Chapters				

17- 22 (Pages 127- 176) “The Oath: Meaningless Relic or Invaluable Moral Code”	complete the task.. (SL.11.1D)	Student s can conduct research and select a current issue using scholarly sources available through subscription services such as Ebsco Host. Student s complete a proposal detailing their topic, format, and rationale pending teacher approval. 2. Group Work, Socratic Seminar or Mini- Debate
	<ol style="list-style-type: none"> 1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (W.11.1A) 2. While reading Chapters 17 and 18, introduce the Classical and the Modern versions of the Hippocratic Oath. http://www.pbs.org/wgbh/nova/body/hippocratic-oath-today.html <u>Students analyze how differences in diction/syntax between the Classical and Modern versions affect reader interpretation. Students can work in small groups or engage in a Socratic Seminar to answer the following questions: How can the Hippocratic Oath be updated to remain relevant in the 21st century? What provision might be (or not) added to respect Henrietta Lacks’ experience? Should there be exceptions to the Hippocratic Oath?</u> 	

<u>Henrietta Lacks</u>	2 weeks	1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11.4)	1. Evaluate shifts in narrative strategy between sections. Does Skloot’s voice change from the beginning of the novel? How does the author’s “recreations” of Henrietta’s life compare to the narratives describing her experience with Lacks’ ancestors?	1. Student Annotations. Open- Book quiz. 1. Student Summaries. Peer Review.	W.11.4 W.11.2 E RI.11.7 RL.11.4 RL11.6
<i>Part Three: Immortality</i>					
Chapters 23-38					
(Pages 177-310)		1. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.11.2E)	1. Write objective and subjective summaries for selected chapters. Have students experiment with writing succinct summaries (ie: 5, 10, 15 sentences) and evaluating the difference in objective and subjective voices and its impact on the reader.	1. Mini-Paper. In-class formative assessment. 1. Student Analysis of Vonnegut’s short stories. Student satires shared via Google Drive.	
“Unready to Wear”					
“Harrison Bergeron”					
“Tomorrow and Tomorrow and Tomorrow”		1. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. (RI.11.7)	1. Analyze the role of race in the novel and synthesize with other readings from the year (ie: To Kill a Mockingbird, Passing, etc.)	Homework Assignment: Read and annotate “Why Stephen King Spends Months and Even Years Writing Opening Sentences.” Students write a 300 word reflection about their own writing process while referencing the article.	
By Kurt Vonnegut					
“Why Stephen King Spends...” By Doug McLean					
		1. Determine the meaning of words and phrases as they	1. Read and annotate at least two short stories: “Unready to Wear” ,		

are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (RL.11.4)

“Harrison Bergeron”, Tomorrow and Tomorrow and Tomorrow.”
Analyze features of Vonnegut’s writing and style. Brainstorm features including (witty dialogue, satirizing human nature, futuristic dystopian settings,

common themes, black humor, etc.) using textual evidence. Introduce

4. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11.6)

summative assessment: Satirical Short Science Fiction Narrative. Build in class time for drafting and peer review.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
<u>The Immortal Life of Henrietta Lacks</u>	As needed	1. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11.3)	1. Cast of Characters, Timeline and Index can be flagged with post-it notes as an easy reference while reading to aid in comprehension and analysis.	1. Student Annotations. Teacher Observation.	RI.11.3 RI.11.6 W.11.9 W.11.1
<i>Epilogue & Appendix</i>		1. Determine an author's point of view or	1. Acknowledgments and Notes can be excerpted to help students analyze Skloot’s writing style, structure of the novel, and to provide further research opportunities.	1. Book Talk Rubric. Mini-Papers (250-350 words)	
(Pages 311-379)					

purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (RI.11.6)

1. Questions in the **Reading Group Guide** can be incorporated into book talks or serve as topics for mini-papers throughout the novel.
2. Student Annotations.
Teacher Observation.

1. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11.9)

3. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11.1)

Suggested Modifications for Special Education, ELL and Gifted Students

Due to the multiple sections this book can be easily excerpted and/or chunked without sacrificing plot elements in order to suit classroom needs. Additionally, the book contains helpful ancillary resources such as a *Cast of Characters* and a *Timeline* (pages 329-336) beginning on page 311 that can be flagged for easy access and to aid in comprehension. Teachers may choose to have students engage in mini-debates regarding ethical and moral issues presented in the text; and later workshop these responses into written arguments while

varying syntax and diction for additional effect.

Suggested Technological Innovations/Use

Use of the Smart Board and Chromebooks are highly encouraged throughout the unit to assist/support research and the writing process as a whole. Furthermore the district has access to many online apps and software for students to choose from when submitting different elements/steps of the writing process, as well as to provide a platform for teacher and peer feedback. (i.e., Inspiration software, Blendspace, Google Classroom, and Google Applications.).

8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Cross Curricular/21st Century Connections

9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.E.4: There are ethical and unethical uses of communication and media

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 6: The Memoir: Exploring Cultures and Ethnicities Through Real Life Stories

Content Area: **Language Arts**
Course(s): **English 11, English 11 CP**
Time Period: **3rd Marking Period**
Length: **5-6 Weeks**
Status: **Not Published**

Summary of the Unit

This unit will explore how authors use their own personal experiences to evoke feelings and experiences within their readers. This unit will examine the tone and purpose of these works and allow students to make connections to the text using their own personal experiences.

Students will be given the opportunity to make assumptions about “characters” based on their actions, thoughts, and motives. In addition, students will keep a “Reader’s Response” journal in which they will write on topics related to the texts read/discussed in class. At the end of the unit, students will write their own memoirs that contain a clear purpose, style and tone.

Enduring Understandings

People are shaped by the experiences that they endure while growing up. Putting yourself in the shoes of another can help to better understand the world.

People are often defined by their culture, beliefs, family, and other environmental aspects. People write about their struggles and/or experiences to bring awareness to other people.

Essential Questions

How do authors use tone to convey their feelings and experiences? What is an author’s purpose in writing about his/her life?

Why and how are people defined by their culture, beliefs, family, and other aspects? How do life experiences affect people and mold who they become?

Summative Assessment and/or Summative Criteria

Original Memoir: At the end of this unit, students will write their own memoirs that contain a clear purpose, style and tone.

“Found” or “Bio” Poem: Collection of words, phrases and sentences from the text that convey important theme(s) in the book put into poetic form or formatted poem about the author.

Resources

1. *Funny in Farsi* by Firoozeh Dumas (**Lexile: 1031**), *A Bad Boy: A Memoir* by Walter Dean Myers (**Lexile: 970**), *The Color of Water* by James McBride

(**Lexile: 1240**), or *I Am Malala* by Malala Yousafzai (**Lexile: 830**)

1. Excerpts from either “Two Kinds” by Amy Tan or “I Know Why the Caged Bird Sings” by Maya Angelou
2. Copies of “The Road Not Taken” by Robert Frost, “Still I Rise” by Maya Angelou or “If” by Rudyard Kipling

Themes for handout found on this site: <http://www.dariengee.com/memoir-themes/>

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Introduction to memoirs	1 day	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly	Provide students will a list of common themes found in memoirs (<i>abuse, travel, childhood, coming-of-age, death and dying, love and relationships, family, war, change, etc.</i>) Students will then list a tone that they would expect to see with each topic (mini lessons on tone and theme may be needed).	Handout on the characteristics of memoirs that contains various themes common to the genre. Students will respond to each theme by providing an appropriate tone for each topic.	RI.11-12.4

		fresh,			
		engaging, or beautiful			
“My Life Collage”	2 days	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Create a collage that contains words, images, quotes and phrases that convey your life and what shapes who you are today. Each part of the collage must have a brief explanation of its significance.	“My Life” collage and a brief explanation on each part of the project and how it depicts the student’s personality and life.	W.11-12.4 SL.11-12.4
		Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks			
Pre-reading Excerpts from “Two Kinds” by Amy Tan or “Caged Bird” by Maya Angelou	2 days	1-2. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	1. Read “Two Kinds” or “Caged Bird” and create a list of	1. List of information about the author and her family, based on	1. RL.11-12.1 2. RL.11-12.1,

inferences drawn from the text, including determining where the text leaves matters uncertain

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

assumptions about the author and her family based on the text. Prove each one using textual evidence.

1. Students will complete an open-ended question on either excerpt. Questions will ask students find the

tone and author's purpose.

inferences from the text. Class discussion will follow.

1. Open-ended response on the author's purpose and tone of either "Caged Bird" or "Two Kinds".

Defining Moments 1 day in Life

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and

Students will employ the provided hand-out with interview questions to interview a family member in an attempt to research their own cultural background/heritage. Students will present their findings to the class orally and reflect on their findings in a journal entry.

Interview questions and answers. Reflection will be written in a journal or on composition paper. Students will write about their conclusions and what they learned, based on the interview assignment.

SL.11-12.4

style are appropriate to purpose, audience, and a range of formal and informal tasks.

<p>During Reading of <i>Funny in Farsi, Bad Boy, I Am Malala</i> or <i>The Color of Water</i></p>	<p>3-4 weeks</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>1. “Reader’s Response Journal” which will contain various journal prompts, based on topics discussed during the reading.</p>	<p>1. Reader’s Response Journal: kept throughout the unit</p> <p>1. Tone and Author’s Purpose Writing Assignment</p>	<p>1. RL.11-12.1, W.11-12.4</p> <p>2. RL.11-12.4, W.11-12.4</p> <p>3. W.11-12.2, RL.11-12.4</p> <p>4. W.11-12.4</p>
		<p>1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>1. Students will use a “Tone Vocabulary List” and identify the tone of memoir, why the author chose this tone, and how it affects the memoir.</p>	<p>1. Journal assignment on tone (can be put in Reader’s Response journal)</p>	<p>5. RL.11-12.3-4, SL.11-12.1</p> <p>6. W.11-12.4-5</p> <p>7. RL.11-12.9</p>
		<p>1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that</p>	<p>1. Tone Writing Prompt: If you were to write your own memoir, what would be the tone and why?</p> <p>2. First Impressions Writing</p>		<p>8. RL.11-12.10</p> <p>9. RL.11-12.9</p> <p>W.11-12.2</p>

is particularly fresh, engaging, or beautiful.

Assignment

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
2. First Impressions: Students will write on their first impressions of the author and

use textual evidence to support all claims.

- | | | | |
|--|---|--|---|
| 1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | 1. At the end of each chapter or section of the book, students will create their own thought-provoking discussion questions. The teacher will model how to generate thought-provoking discussion questions. | 1. Student generated discussion questions on key ideas found in the readings. | 1. RL.11-12.1, W.11-12.4
2. RL.11-12.4, W.11-12.4 |
| | | 1. Narrative Task: Writing assignment from the perspective of another person in the book | 3. W.11-12.2, RL.11-12.4
4. W.11-12.4 |
| | | | 5. RL.11-12.3-4, SL.11-12.1 |
| 1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | 1. Narrative Task: Select any other person from the book and write a particular part from his/her perspective. Be sure to include specific details from the text in your writing. Include dialogue and write using a similar tone as the original text. | 1. Literary analysis open-ended assignment or small groups discussion with guided reading questions comparing the memoir with an inspirational poem. | 6. W.11-12.4-5
7. RL.11-12.9
8. RL.11-12.10
9. RL.11-12.9
W.11-12.2 |
| 1. Determine the meaning of words and phrases as they | 1. Towards the end of the | | |

are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

book, read “The Road Not Taken” by Robert Frost, “Still I Rise” by Maya

Angelou or “If” by Rudyard Kipling. Identify the meaning behind the poem and then compare it to the author of the memoir. This can be done through an open-ended question, poster project or small group discussion (with guided questions).

5. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

5. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

6. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1. Imagine that you are assigned to interview the author. Create 10 interesting questions that people would want to know about

1. RL.11-12.1, W.11-12.4

1. Student selected song or poem that conveys characteristic s of the author of the memoir that contains

2. RL.11-12.4, W.11-12.4

3. W.11-12.2, RL.11-

1. Develop and strengthen writing as

<p>needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>him/her.</p>	<p>annotations 12.4 and a written response</p>
<p>1. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>1. Select a song or poem that could be used to convey the lifestyle, ideas, or qualities of the author of the memoir. Highlight the parts of the poem/song that relate to the author and/or his/her life and then write a brief essay comparing the work and the author's life.</p>	<p>4. W.11-12.4 5. RL.11-12.3-4, SL.11-12.1</p>
<p>1. 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 tasks, purposes, and audiences</p>	<p>2. Interview questions for the author</p>	<p>6. W.11-12.4-5 7. RL.11-12.9 8. RL.11-12.10 9. RL.11-12.9 W.11-12.2</p>
<p>1. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of</p>		

American literature, including how two or more texts from the same period treat similar themes or topics

9. Develop 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

After Reading	5 days	<p>1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>1. Create an original poem that conveys important concepts within the memoir. Poems may be the following:</p> <p>A) "Found Poem" that contains only words, phrases and sentences found in the book. This poem must have a clear theme found in the text.</p> <p>B) "Bio Poem" that conveys important facts about the author.</p>	<p>1. Original poem on important ideas found in the memoir: "Found Poem" or "Bio Poem"</p>	<p>1. W.11-12.4 2. W.11-12.4-6</p>
		<p>1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>	<p>2. Original Memoir: Select a time period or moment in your life that defines who you are today and write a 1 page (minimum) memoir. Memoirs must have a clear style, purpose and</p>	<p>1. Original Memoir assignment: 1 full page min.</p>	

audience. tone. Final drafts can be typed on Chromebooks.

2. 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.

Suggested Modifications for Special Education, ELL and Gifted Students

In addition to meeting all IEP/504 requirements, teachers can assign memoirs that match individual student reading levels as well as match interest level to build motivation.

Extended time on the memoir and other assessments.

- Students may be given audio books to assist in any independent reading.
- Writing assignments may be shorter, depending on the students' levels.
- Students may work in pairs or small groups to promote conversation and share ideas.

Suggested Technological Innovations/Use

Use of the Smart Board and Chromebooks during the culminating task is highly encouraged to assist with drafting, research. Additionally, teachers may use online apps and software to provide a variety of formats for students to choose from when submitting different elements/steps of the writing process, as well as provide a platform for teacher and peer feedback. (i.e., Inspiration software, Blendspace, Google Classroom, and Google Applications.)

Students can use computers or Chromebooks to type their original memoirs.

8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Cross Curricular/21st Century Connections

9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

