



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English

Course: Honors Humanities 10

Grade Level: 10

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Leslie Septor, Program Supervisor of Literacy

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Subject/Course Title:
Course Name Humanities 10 Honors

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RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Title: Honors Humanities 10

PACING GUIDE

Unit	Title	Pacing
Humanities, Unit 1	Early America	7 weeks
Humanities, Unit 2	Turbulent Times: The Civil War and Beyond	7 weeks
Humanities, Unit 3	The Rise of American Empire	5 weeks
Humanities, Unit 4	War at Home and Abroad	7 weeks
Humanities, Unit 5	The Progressive Era	7 weeks
Humanities, Unit 6	Transformative Years of the 1920s	7 weeks
Humanities, Yearlong	The Art of Research	Ongoing

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher Lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit Title: Early America

Target Course/Grade Level: Humanities Grade 10

Unit Summary: Students will investigate, explore, and understand the background for early European exploration to the New World, including Puritan ideology and society. They will examine the impact of settlers' first encounters with indigenous peoples in the Americas, as well as revolutionary strategies, the establishment of the new nation, the creation and significance of founding documents and developing political and social systems. The European Slave Trade and the institution of the U.S. slave system will be investigated, and the unit will end with an examination of the mounting tensions between North and South.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. 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.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.

6.1.12.A.2.b Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

6.1.12.A.2.c Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.

6.1.12.A.2.d Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

6.1.12.A.2.e Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.

6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12.B.2.b Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

6.1.12.A.3.g Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.

6.1.12.A.3.i Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.

6.1.12.D.3.c Assess how states’ rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

6.1.12.A.4.a Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

21st Century Life and Career Skills:

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

Interdisciplinary Connections and Standards: Science, Technology

Science:

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Unit Understandings:

Students will understand that...

- Authors use written language to explore universal ideas and messages that reflect the ways in which people lived.
- Literature is a direct reflection of history, its people and the experiences of a specific time.
- Puritan ideals and goals laid the groundwork for the new nation.
- Foundational documents have a historical and literary significance.
- Early governmental policies impacted the lives of Native Americans.
- Enslaved Africans came from a land rich with culture, artistry, science, medicine, and other accomplishments, bringing many talents and a tradition of rhetoric with them which greatly contributed to the building of the new nation.
- There was considerable opposition to the slave system from the enslaved, free blacks, and white activists.
- Resistance to the slave system existed in both active and passive forms (overt vs. covert).
- Various slave rebellions—Stono Rebellion, Gabriel Prosser, Denmark Vesey, Nat Turner—took on unique characteristics and had particular histories.
- Increasing tensions between the North and South over the issue of slavery resulted in a number of political compromises ultimately unsatisfactory to either side.
- An abolitionist movement emerged and grew in strength in the 19th century intent on employing various strategies to eliminate slavery and writers of the abolitionist movement used written text to create mass appeals for their cause.
- The coming of the Civil War had many ultimate and proximate causes, the most important of which was the nation's inability to resolve its disagreements over the slavery question.

Unit Essential Questions:

- How can an analysis of literature offer insight into the ways in which people lived during specific time periods.
- How is written language a vehicle to deliver themes and morals?
- How do elements of plot, setting and character affect an author's intentions in telling a story?
- How did trade routes and technology help expand the New World? How did it affect the economy of each empire?
- How did religion, economy, social aspects, and ethnicity affect early government?
- How is our current government based on our initial colonial governments?
- What role did European colonizers play in the dispossession of the Native Americans?
- What were the conditions for enslaved Africans during the voyage from Africa to the Americas.
- What skills, culture, and contributions did enslaved Africans bring to the new nation?

- What is rhetoric and how was the rhetoric of African peoples, including spirituals, folktales, myths, religious songs and sermons, sustained during enslavement and incorporated in the literature of Africans in America?
- What are the contradictions presented by America's efforts at independence from British authority and its founding documents?
- What were some examples of resistance to the slave system on the part of the enslaved themselves, free blacks, and white abolitionists?
- What do the various slave rebellions tell us about the slaves themselves but also about the possible precarious nature of the slave system?
- Who were some prominent abolitionists and what were the goals and accomplishments of the abolitionist movement?
- How "free" were free people of color in the 18th and 19th centuries?
- In what ways was the Constitution a document that protected and defended the slave system?
- What were some of the major political compromises and pieces of legislation passed in the 19th century that attempted to resolve the debate over slavery between the North and the South?

Knowledge and Skills:

Students will know....

- Written language provides an understanding of how people live throughout history.
- There is danger in stories being told from only one perspective.
- Literature is analyzed by readers based on the author's use of language and the reader's experiences.
- How to analyze literary narrative texts.
- Key terms ELA: literary analysis, rhetorical strategies, figurative language, and poetic devices.
- Key terms history: European Slave Trade, Three-Fifths Compromise, abolitionism, colonization, popular sovereignty, disenfranchisement, emigration, emancipation, Underground Railroad, Fugitive Slave Law, Gag Rule, States' Rights.
- Key people: Gabriel Prosser, Denmark Vesey, Nat Turner, Crispus Attucks, Richard Allen, Benjamin Banneker, James Forten, Prince Hall, Frederick Douglass, William Lloyd Garrison, John Brown, Sojourner Truth, Harriet Tubman, Dred Scott.
- Key events: Amistad trial, Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, "Bleeding Kansas," Raid on Harpers Ferry, election of Abraham Lincoln, Southern secession.
- Key places: Mason-Dixon Line, territories created or made into states in the 19th century (Kansas-Nebraska, California, Maine, Texas, Missouri), Harpers Ferry, Virginia.

Students will be able to ...

- Identify the factors that led to European nations colonizing the New World.
- Identify European explorers and describe their accomplishments.
- List the three main passages of the European Slave Trade.
- Recognize the legal sanctions that allowed for the transition from servitude to the enslavement of Africans in North America.
- Investigate the Middle Passage as one of the largest forced migrations in human history.
- Analyze the justifications (social, legal, religious) for the enslavement of Africans.
- Identify the first European colonies in North America and analyze the unique conditions that each American colony faced.
- Describe the main characteristics of 19th century slavery.
- Compare the lives of free and enslaved African Americans in the North and the South.
- Compare and contrast different strategies used by abolitionists to challenge slavery.
- Explain the origins and character of various slave rebellions.
- Describe the various legislative developments that contributed to increased tensions between North and South (e.g., Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act).
- Identify the ultimate and proximate events that led to the start of the Civil War.

- Read and interpret literary and non-fiction texts.
- Analyze the meaning behind the language of written texts.
- Use appropriate grammar and style in discussion of literature and in writing literary analysis.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple choice and constructed-response questions about the text. Additionally, students will complete a writing task as follows.

Argumentative Essay: After reading a passage(s), students will write an argument to support their claims with clear reasons and relevant textual evidence, including direct quotations from the passage.

- Tests/Quizzes/Vocabulary drills in the form of multiple choice, fill-ins and short answer.
- Short-answer written responses to analysis questions.
- Use the two-step process to literary analysis. Two-step process – step one: locate something, anything: figurative language (metaphor, simile, personification, images/imagery, motif, diction, syntax, punctuation (or lack thereof), repetition, or something you found to be weird, interesting, bizarre, etc. step two: connect it to something literary, such as theme, characterization, foreshadowing, symbolism, tone, comment from the writer about society, gender, race, social class, etc.
- Use the five-step introduction paragraph guidelines to respond to essay prompts. Five-step paragraph guidelines: a: write two sentences on the broad topic; b: introduce writer and his/her work and write a one sentence simple summary of the story; c and d: write one sentence where you connect your main topic to the material you’re writing about (a + b); e: write a thesis statement – one or two sentences where you write your opinion on how the author uses literary devices to deliver the message of the work.
- Use the eight-sentence body paragraph model to write essays of literary analysis with the appropriate embedding of quotations to support assertions.
- Use two step conclusion process to conclude essays.
 - Prompt 1: Write a five-paragraph essay that explains how the authors of slave narratives use literary devices to establish a comment on society or theme to illustrate the conflicts of slavery.
 - Prompt 2: Use the written and visual texts to characterize John Brown as either a freedom fighter, a terrorist, or both.

Other Evidence:

- Quiz on literary terms such as theme, moral, conflict, foreshadowing, etc.
- Quiz on literary devices such as symbolism, figurative language, repetition, diction, syntax, etc.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis of material related to settlement, abolitionism, slave resistance
- Maps related to territorial expansion, slavery, and the issue of popular sovereignty in the 19th century

- Charts/Graphic organizers outlining the major issues and events leading to the coming of the Civil War
- Review writing processes and good practices and continuous writing of short-answer responses to daily themes and concepts
- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction
- Think-Pair-Share
- Socratic Seminar
- Post-it Note reading annotation
- Stations/centers

RESOURCES

Teacher Resources:

- Video/DVD
- Various online resources including activities and primary source documents
- NJ Amistad Curriculum
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *United States History and Geography*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- *The Oxford Anthology on African-American Poetry*
- *The Norton Anthology for African-American Literature*
- Excerpts from *12 Years a Slave* by Solomon Northup
- *The Narrative of the Life of Frederick Douglass* by Frederick Douglass

Equipment Needed:

- “Elmo” document reader
- Chromebooks

UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit 2 Title: Turbulent Times: The Civil War and Beyond

Target Course/Grade Level: Humanities Grade 10

Unit Summary: This unit considers major events and themes from the Civil War, its causes, major battles, and ultimate consequences for the nation. Post-Civil War, the unit examines the resulting Reconstruction Era and the turn-of-the-century, including the establishment of a more centralized and powerful federal government, the 13th Amendment to the Constitution, the creation of constitutional protections for minority groups, the rise of institutional segregation in the South in the form of Jim Crow laws, the emergence of affluent African-American communities, and the subsequent widespread racial violence intended to dismantle those gains, including Red Summer of 1919. In addition, students will investigate the implementation of progressive legislation designed to protect working people, minority groups, and immigrants, such as the 14th Amendment to the Constitution. The unit includes analysis of literature by early writers of African descent on topics including reparations, segregation, and equality.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance

(e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. 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.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

6.1.12.A.4.d Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

6.1.12.B.4.a Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.

6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.C.4.a Assess the role that economics played in enabling the North and South to wage war.

6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

6.1.12.D.4.c Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were.

6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.C.5.b Compare and contrast the economic development of the North, South, and West in the post-Civil War period.

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social injustice.

6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., *Plessy vs. Ferguson*) and state and local governmental policies.

21st Century Life and Career Skills:

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

Interdisciplinary Connections and Standards: Science, Technology

Science:

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Unit Understandings:

Students will understand that...

- The Civil War was a bloody, costly battle that fractured the nation in lasting ways.
- Various groups contributed to the rebuilding of Southern society after the war.
- Southern opposition to Radical Reconstruction, along with economic problems in the North and other factors, ultimately ended Reconstruction.
- Jim Crow segregation in the South greatly reduced opportunities and quality of life for African Americans.
- The minstrel imagery prevalent during this time period greatly shaped the relationship between blacks and whites.
- African Americans led the fight against institutionalized racism existing in the form of voting restrictions and Jim Crow laws.
- The rapid growth of cities created many challenges: how to provide adequate housing, transportation, water, and sanitation, as well as how to fight fire and crime.

- Booker T. Washington and W.E.B. Du Bois represented two very different approaches to securing civil rights for African Americans in the early 20th century.
- The literature by Africans in America during this period reflected the development of a new identity of African Americans as citizens seeking full equality and opportunity.

Unit Essential Questions:

- What were some of the key strategies and battles during the Civil War?
- How did the fighting during the Civil War affect the social and political climate of the nation?
- What were the various strategies proposed in the Reconstruction period for securing rights for African Americans and readmitting the Confederate states?
- In what ways did emancipated slaves exercise their freedom?
- How did white southerners reassert their economic power and gain political power during Reconstruction?
- What is Jim Crow segregation and how did this shape race relations at the start of the 20th century?
- What significance did the victory by Rutherford B. Hayes in the 1876 presidential race hold for Reconstruction?
- Why did cities in the United States grow rapidly in the decades following the Civil War and what problems did this growth pose?
- How did the immigrant experience and the experience of African-Americans in the public school system at the turn-of-the-century differ?
- What were the fundamental points of disagreement between Booker T. Washington and W.E.B. Du Bois?
- What were the causes and effects of race riots across the U.S. in the early 20th century?
- How can an analysis of literature offer insight into the ways in which people lived during specific time periods.
- How is written language a vehicle to deliver themes and morals?
- How do elements of plot, setting, and character affect an author's intentions in telling a story?

Knowledge and Skills:

Students will know . . .

- Written language provides an understanding of how people lived throughout history.
- Key places: major battle sites of the Civil War (Fort Sumter, Antietam, Gettysburg, Appomattox, Manassas, Fredericksburg).
- Radicals wanted to impeach Johnson because they believed that he was obstructing Reconstruction efforts.
- Emancipated slaves in the Reconstruction period searched for family members, secured employment, organized schools, colleges, universities, businesses, churches, and volunteer organizations, and actively participated in politics.
- White landowners paid freedmen low wages and trapped them in the sharecropping and tenant farming cycle of poverty.
- Southern whites regained political power during Reconstruction through terroristic tactics as well as by securing a political compromise in the election of 1876.
- Rutherford B. Hayes was named president in 1876 even though he had lost the popular vote; he won the election by agreeing to take actions that ended Reconstruction in the South.
- New immigrants faced an unfamiliar culture, the effects of nativism, and struggles to make a living.
- Settlement houses provided educational, cultural, and social services to the poor in urban areas.
- The anti-black violence and Jim Crow segregation of the late 19th and early 20th century resulted in the deaths of thousands of African Americans and the destruction of entire communities.

Students will be able to ...

- Identify the major battles and outcomes of the Civil War

- Identify the programs of President Lincoln’s Reconstruction policies and Johnson’s Reconstruction policies.
- Explain Congressional Reconstruction policies and identify the reasons for their collapse.
- Describe the efforts of former slaves to improve their lives.
- Describe the journey immigrants endured, their experiences at United States immigration stations, the movement of immigrants to cities, and the opportunities they found there.
- Summarize the social changes that affected African-Americans and women.
- Explain the chief differences between the philosophies of Booker T. Washington and W.E.B. Du Bois.
- Learn and use a variety of literary devices including diction, syntax, tone, irony, and foreshadowing.
- Read and interpret literary and non-fiction texts.
- Analyze the meaning behind the language of written texts.
- Use appropriate grammar and style in discussion of literature and in writing literary analysis.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

END OF UNIT COMMON ASSESSMENT:

Students will read independently from a long or paired text set and answer a combination of multiple choice and constructed-response questions about the text. Additionally, students will complete a writing task as follows.

Argumentative Essay (W1): After reading a passage(s), students will write an argument to support their claims with clear reasons and relevant textual evidence, including direct quotations from the passage.

- Class discussion
- Tests/Quizzes/Vocabulary drills
- Short-answer written responses to analysis questions
- Use the two-step process to literary analysis
- Chart five problems facing the South after the Civil War and at least one attempted solution to each problem.
- Primary source analysis – *Plessy v. Ferguson (1896)* decision; debate between Booker T. Washington and W.E.B. Du Bois; Du Bois’s World War I articles, “Close Ranks” and “Returning Soldiers.”
- Use the two-step process to literary analysis.
- Use the five-step introduction paragraph guidelines to respond to essay prompts.
- Use the eight-sentence body paragraph model to write essays of literary analysis with the appropriate embedding of quotations to support assertions.
- Use two step conclusion process to conclude essays.
 - Prompt 1: Write a five-paragraph essay that explains the successes and failures of the Reconstruction period.
 - Prompt 2: Use the text to characterize the country’s climate during the early 20th century.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis of material related to the Civil War, Reconstruction and expansion

- Maps related to territorial expansion, slavery, and the issue of popular sovereignty in the 19th century
- Charts/Graphic organizers outlining the major issues and events leading to the coming of the Civil War
- Review writing processes and good practices and continuous writing of short-answer responses to daily themes and concepts
- Class discussions, both whole group and smaller “break-out” groups, including “4 Corners” and “Silent Conversations”
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction
- Think-Pair-Share
- Socratic Seminar
- Post-it Note reading annotation
- Stations/centers

RESOURCES

Teacher Resources:

- Video/DVD
- Various online resources including activities and primary source documents
- NJ Amistad Curriculum
- Textbook: *United States History and Geography*
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- *The Oxford Anthology on African-American Poetry*
- *The Norton Anthology for African-American Literature*
- Excerpts from *The Hemingses of Monticello* by Annette Gordon-Reed
- *Joe Turner’s Come and Gone* by August Wilson

Equipment Needed:

- Projector/screen
- Computers
- “Elmo” document reader
- Internet Access

UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit Title: The Rise of American Empire

Target Course/Grade Level: Humanities Grade 10

Unit Summary: This unit will familiarize students with late 19th and early 20th century efforts on the part of the United States to become a global power and to establish an overseas empire. Students will learn about the role of economic, military, and political competition in fueling American interests abroad. Some events and examples will include the acquisition of the Hawaiian Islands, the causes, effects, and major events surrounding the Spanish-American War, the construction of the Panama Canal, and American military presence and trade relations in Asia and Latin America. By the conclusion of the unit, students will be able to explain and characterize the nature and status of American imperialistic ambitions at the turn of the 20th century.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP.9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

6.1.12.A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated 24 groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power. development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

6.1.12.D.6.b- Compare and contrast the foreign policies of American presidents during the time period, and analyze how these presidents contributed to the United States becoming a world power.

6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.

21st Century Life and Career Skills:

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

Interdisciplinary Connections and Standards: Science, Technology

Science:

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Unit Understandings:

Students will understand that...

- Economic and cultural factors convinced U.S policymakers to join the competition for new markets in territories overseas, including Hawaii.
- The United States went to war with Spain over Cuban independence and emerged with colonies in Guam, Puerto Rico and the Philippine Islands.
- The United States encountered continuing conflict in Puerto Rico, Cuba and the Philippines as well as in its attempt to expand trade with China.
- There is little distinction to be made between the so-called “civilized” versus the so-called “savage.”
- Perspective is critical in recording history.

Unit Essential Questions:

- What three factors spurred American imperialism?
- Are there distinctions to be made between imperialism and racism?
- Why was American opinion about Cuban independence divided?
- Why was the U.S interested in events in Puerto Rico?

- What three key beliefs about America’s industrial capitalist economy were reflected in the Open Door policy?
- What conflict triggered the war between Russia and Japan?
- Why is the construction of the Panama Canal considered one of the world’s greatest engineering feats?

Knowledge and Skills:

Students will know....

- Key terms: imperialism, yellow journalism, U.S.S. Maine, protectorate, Open Door Notes, Boxer Rebellion, Panama Canal, Roosevelt Corollary
- Three factors that spurred American imperialism were: economic competition, political and military competition, and a belief in the cultural superiority of Anglo-Saxons.
- Americans were divided about Cuban independence because businessmen sided with Spain because they wanted to protect their investments.
- Puerto Rico was strategically important to the United States as a way to assert its presence in the Caribbean and as a base for protecting a possible canal through the Isthmus of Panama.
- Three key ideas in the Open Door policy were: the U.S economy’s dependence on exports to ensure growth, the U.S.’s right to intervene abroad to keep foreign markets open, and the fact that Russia and Japan went to war over a dispute about Korea.
- The various reasons that the construction of the Panama Canal is considered one of the world’s greatest engineering feats.

Students will be able to ...

- Explain the economic and cultural factors that fueled the growth of American imperialism.
- Describe United States involvement in Alaska, the Hawaiian Islands, and Cuba.
- Trace the course of the Spanish-American War and its results.
- Summarize a variety of perspectives regarding U.S imperialism.
- Examine the literal and psychological implications presented in the literary text *Heart of Darkness*.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Tests/Quizzes/Vocabulary drills in the form of multiple choice, fill-ins and short answer.
- Short-answer written responses to analysis questions.
- Use the two-step process to literary analysis.
- Use the five-step introduction paragraph guidelines to respond to essay prompts.
- Use the eight-sentence body paragraph model to write essays of literary analysis with the appropriate embedding of quotations to support assertions.
- Use two step conclusion process to conclude essays.
 - Prompt 1: Use primary and secondary sources to write a five-paragraph essay that explains the pros and cons of acquiring Hawaii.
 - Prompt 2: Write a five-paragraph essay that analyzes the factors involved in American entry into the Spanish-American War.
 - Prompt 3: Write an essay that analyzes the use of the word “darkness” in the novella’s title.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis of material related to Hawaii, the Spanish-American War, and the Panama Canal
- Maps related to territorial expansion resulting from the conclusion of the Spanish-American War
- Charts/Graphic organizers outlining the major issues and events leading to the Boxer Rebellion and Open Door Policy
- Review writing processes and good practices and continuous writing of short-answer responses to daily themes and concepts
- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction
- Think-Pair-Share
- Socratic Seminar
- Post-it Note reading annotation
- Stations/centers

RESOURCES

Teacher Resources:

- Video/DVD
- Various online resources including activities and primary source documents
- NJ Amistad Curriculum
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *United States History and Geography*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- *The Oxford Anthology on African-American Poetry*
- *The Norton Anthology for African-American Literature*
- *The Heart of Darkness* by Joseph Conrad

Equipment Needed:

- Projector/screen
- Computers
- “Elmo” document reader
- Internet Access

UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit 3 Title: War at Home and Abroad

Target Course/Grade Level: Humanities Grade 10

Unit Summary: Students will understand the causes of World War I, the ultimate and proximate causes of United States entry into the war in 1917, the major battles and events, how the war concluded, and the principal consequences of the war for the nation and the world. Students will explore the push and pull factors related to the Great Migration and the impact of these profound demographic changes. Students will explore the causes and effects of racial violence in the early 20th century, with a focus on race riots in the first few decades of the new century and the consolidation of Jim Crow segregation throughout the nation, particularly in the South.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP.9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

6.1.12.A.7.a Analyze the reason for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.

6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage and Sedition Act and Sedition Amendment) on individual rights.

6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.

6.1.12.C.7.a Determine how technological advancements affected the nature of World War I on land, on water, and in the air.

6.1.12.C.7.b Assess the immediate and long-term impact women and African Americans entering the workforce in large numbers during World War I.

6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration

6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.

6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.

21st Century Life and Career Skills:

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

Interdisciplinary Connections and Standards:

Science:

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Unit Understandings:

Students will understand that...

- Long-term tensions erupted into WWI among European nations while the United States tried to stay neutral.
- American forces, though poorly equipped at the outset of the war, tipped the balance decisively in favor of the Allies.
- WWI unleashed a series of disruptions in American society as the U.S government attempted to meet the demands of modern warfare.
- President Wilson's plans for peace were modified by Allied leaders in Europe and by Americans who were eager to free the country from foreign entanglements.
- Race riots in the early 20th century occurred as a result of a confluence of events affecting the North, particularly cities, following World War I.
- There was a significant debate during World War I over whether African Americans should volunteer to serve in the armed forces or refuse such service as a protest against American racism and segregation.

- Jim Crow segregation was in place in the South greatly reducing opportunities and quality of life for African Americans.
- The Great Migration brought nearly 2 million African Americans to the North beginning prior to World War I.

Unit Essential Questions:

- What were the main reasons for U.S involvement in World War I?
- How did the United States mobilize a strong military during World War I?
- What methods did the U.S government use to sell the war to the nation?
- What was the role of African-Americans during WWI and what impact did that have on the racial climate at home?
- What methods did the U.S government use to sell the war to the nation?
- What events during the war undermined civil liberties at home?
- What were the major effects of the Treaty of Versailles?
- What were the various causes of race riots in the North in the early 20th century?
- How would you describe the relationship between African Americans and the federal government during the World War I period?
- What arguments did African Americans make on both sides over the question of whether to serve their country during World War I?
- What were the pull-push factors that resulted in the Great Migration?

Knowledge and Skills:

Students will know...

- The United States' economic ties with the Allies were stronger than with the Central Powers and played a major role in United States entry into World War I.
- The Selective Service Act allowed the government to randomly select up to 3 million men for military service.
- The Committee on Public Information popularized the war through a massive propaganda campaign. The establishment of a propaganda agency led to a campaign that encouraged hatred and violations of civil liberties.
- The Treaty of Versailles humiliated Germany and created international problems that would eventually lead to World War II.
- The Great Migration signaled major demographic changes for African Americans, urban centers, and the nation as a whole
- Racial violence continued to escalate in the early decades of the 20th centuries, exemplified by a series of race riots and a drastic increase in racially-motivated race riots.
- *Students will be able to ...*
- Identify the long-term causes and the immediate circumstances that led to World War I.
- Summarize U.S public opinion about the war.
- Explain why the United States entered World War I.
- Summarize U.S battlefield successes.
- Explain how business and government cooperated during the war.
- Summarize the social changes that affected African Americans and women.
- Describe the Treaty of Versailles as well as international and domestic reaction to it.
- Explain some of the consequences to World War I.
- Identify push-pull factors contributing to the Great Migration
- Explain the rise of Jim Crow segregation and factors responsible for continuing racial discrimination and a rise in racial violence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple choice and constructed-response questions about the text. Additionally, students will complete a writing task as follows.

Literary Analysis Task (W2, W9): After reading passage(s), students will think about the similarities and differences in how the two authors developed the themes in each text. Students will write an essay in which they identify a theme from each text and analyze how the theme is developed using specific details from both selections.

- Tests/Quizzes/Vocabulary drills in the form of multiple choice, fill-ins and short answer.
- Short-answer written responses to analysis questions.
- Use the two-step process to literary analysis.
- Use the five-step introduction paragraph guidelines to respond to essay prompts.
- Use the eight-sentence body paragraph model to write essays of literary analysis with the appropriate embedding of quotations to support assertions.
- Use two step conclusion process to conclude essays.
 - Prompt 1: Use primary and secondary sources to write a five-paragraph essay that explains what the goals, activities and successes of the U.S. involvement in WWI.
 - Prompt 2: Write a five-paragraph essay that analyzes various ways in which war empowers power-hungry men as presented in *All Quiet on the Western Front*.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis including maps of material related to geographical and demographic changes resulting from the Great Migration.
- Charts/Graphic organizers outlining the major strategies, battles, successes, and failures of World War I.
- Review writing processes and good practices and continuous writing of short-answer responses to daily themes and concepts
- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction
- Think-Pair-Share
- Socratic Seminar
- Post-it Note reading annotation
- Stations/centers

RESOURCES

Teacher Resources:

- Video/DVD
- Various online resources including activities and primary source documents
- NJ Amistad Curriculum
- Textbook: *United States History and Geography*
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- *The Oxford Anthology on African American Poetry*
- *The Norton Anthology for African American Literature*
- *All Quiet on the Western Front* by Erich Maria Remarque
- *All Quiet on the Western Front* (Film)

Equipment Needed:

- Projector/screen
- Computers
- “Elmo” document reader
- Internet Access

UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit 4 Title: The Progressive Era

Target Course/Grade Level: Humanities Grade 10

Unit Summary: This unit will introduce students to the Progressive Era. Students will be able to explain how Progressivism managed to increase the power of the federal government to regulate business and to protect society from the injustices fostered by big business. Students will understand how individuals and events moved the United States into the role of a world power and will recognize the effects of economic policies on U.S. diplomacy. Students will examine the manipulation of science to justify discrimination (e.g., the Eugenics Movement), the push toward equality for women (e.g., the Suffrage Movement), and the efforts of African-Americans to secure equality and opportunity in the United States of America.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP.9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social injustice.

6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy vs. Ferguson) and state and local governmental policies.

6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.

6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

6.1.12.C.6.b Determine how supply and demand influenced price and output during the Industrial Revolution.

6.1.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike in 1913) and the United States.

6.1.12.D.6.b Compare and contrast the foreign policies of American presidents during the time period, and analyze how these presidents contributed to the United States becoming a world power.

6.1.12.D.6.c Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

6.1.12.D.6.c Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

21st Century Life and Career Skills:

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12. ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

Interdisciplinary Connections and Standards:

Science:

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Unit Understandings:

Students will understand that...

- The social and economic changes during the late 19th century created broad reform movements in American society.
- Many of the social and economic changes gave rise to progressivism which led women into public life as reformers and workers.
- The presidential administrations of Theodore Roosevelt, William H. Taft, and Woodrow Wilson shaped the new progressive American landscape.
- Women actively pursued equality and opportunity in political, economic and social spheres.
- Scientific manipulations led to a widespread justification of racism and exclusion of African Americans in mainstream society.

Unit Essential Questions:

- What were the four goals that various progressive reform movements struggled to achieve?
- What kind of state labor laws resulted from progressives' lobbying to protect workers?
- How did government change during the Progressive Era?
- Give two examples of national women's organizations committed to social activism.
- As a progressive, how did Taft compare to Roosevelt?
- What are the key differences between Woodrow Wilson's moral diplomacy and Teddy Roosevelt's "big stick" diplomacy.
- What was the Women's Suffrage Movement and what were its successes and failures?

Knowledge and Skills:

Students will know....

- Key terms: progressive movement, muckraker, suffrage, NAACP, Clayton Antitrust Act, Federal Reserve System, nationalism, trench warfare, Zimmerman note, Selective Service Act, armistice, Espionage and Sedition Acts, Great Migration, Fourteen Points, Treaty of Versailles
- Key people: Susan B. Anthony, Theodore Roosevelt, Gifford Pinchot, Woodrow Wilson, Queen Liliuokalani, Jose Marti, General John J. Pershing
- The four goals of the progressive movement were: protecting social welfare, promoting moral reform, creating economic reform, and fostering efficiency.
- State labor laws that came from the progressive movement were: laws that set a minimum age to work, limited work hours, and providing workers with compensation.
- Government changed during the Progressive Era by becoming more responsive to the people, reforming elections, directly electing senators, and giving the public a greater voice in lawmaking.
- The history, successes, and failures of labor unions, strikes, peaceful picketing, and boycotts.
- Two pieces of social welfare legislation that President Wilson opposed during his presidency were: federal anti-lynching laws and ending segregation of federal offices.
- Teddy Roosevelt's "big stick" diplomacy demanded that European countries stay out of the affairs of Latin American nations.

Students will be able to ...

- Explain the four goals of progressivism.
- Summarize progressive efforts to clean up government.
- Identify progressive efforts to reform state government, protect workers, and reform elections.
- Describe the growing presence of women in the workforce at the turn of the 20th century.
- Identify leaders of the women's suffrage movement and explain how women's suffrage was achieved.
- Describe the major events of Theodore Roosevelt, William H. Taft, and Woodrow Wilson's presidencies.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text.

Additionally, students will complete a writing task as follows:

Informative/Explanatory Writing Task (W2): After reading a short passage, students will describe, discuss, explain or analyze an aspect of the passage. They will draw on their own experiences or opinions to develop their ideas for the essay.

- Tests/Quizzes/Vocabulary drills in the form of multiple choice, fill-ins and short answer.
- Short-answer written responses to analysis questions.
- Use the two-step process to literary analysis.
- Use the five-step introduction paragraph guidelines to respond to essay prompts.
- Use the eight-sentence body paragraph model to write essays of literary analysis with the appropriate embedding of quotations to support assertions.
- Use two step conclusion process to conclude essays.
 - Prompt 1: Use primary and secondary sources to write a five-paragraph essay that explains the major factors fueling the rise of the Progressive Movement, reasons for its successes and failures, and the major thinkers, activists, and political figures involved.
 - Prompt 2: Write a five-paragraph essay that analyzes the symbolism used in *The Awakening* to establish the theme of gender expectations and limitations.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis including maps of material related to America's ongoing overseas holdings in the period between the Spanish-American War and World War I, along with those countries regarded as Allies and those which are not.
- Charts/Graphic organizers outlining the major issues and events of the Progressive Era.
- Review writing processes and good practices and continuous writing of short-answer responses to daily themes and concepts
- Class discussions, both whole group and smaller "break-out" groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction
- Think-Pair-Share
- Socratic Seminar
- Post-it Note reading annotation
- Stations/centers

RESOURCES

Teacher Resources:

- Video/DVD
- Various online resources including activities and primary source documents
- NJ Amistad Curriculum
- Textbook: *United States History and Geography*
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- *The Oxford Anthology on African-American Poetry*
- *The Norton Anthology for African-American Literature*
- *The Great Gatsby* by F. Scott Fitzgerald
- *The Awakening* by Kate Chopin

Equipment Needed:

- Projector/screen
- Computers
- “Elmo” document reader
- Internet Access

UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit 5 Title: Transformative Years of the 1920s

Target Course/Grade Level: Humanities Grade 10

Unit Summary: This unit introduces students to the vibrant times of the 1920s–1930s including the Harlem Renaissance, the Jazz Age, and the concept of superficial prosperity. Students will explore the important legislative and judicial actions of the time, socio-economic conditions, political climate, and the shaping of identities and perspectives of African Americans and women. Students will learn about the conditions that led to the Stock Market Crash, the effects of the Dust Bowl and the end of Prohibition.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP.9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.

6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.

6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

21st Century Life and Career Skills:

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12. ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

Interdisciplinary Connections and Standards:

Science:

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Unit Understandings:

Students will understand that...

- During the prosperous 1920s, the automobile industry and other industries flourished.
- Americans' standard of living rose to new heights during the 1920s.
- Americans experienced cultural conflicts as customs and values changed in the United States during the 1920s.
- American women of the 1920s pursued new lifestyles and assumed new jobs and different roles in society.
- Mass media, movies, and spectator sports played important roles in the popular culture of the 1920s.
- African Americans created a new social and cultural landscape in various regions of the United States, such as Harlem, NYC.
- African American ideas, politics, art, literature, and music flourished in Harlem and elsewhere in the United States.
- The literature, music, and art of the Harlem Renaissance reflected the quest of African-Americans in the 20th century to secure an American identity and to be accepted as true Americans.
- Economic problems affecting industries, farmers, and consumers led to the Great Depression.
- **Unit Essential Questions:**
- How did changes in technology in the 1920s influence American life?
- What evidence suggests that the prosperity of the 1920s was not on a firm foundation?
- Why was considerable funding needed to enforce the Volstead Act?
- In what ways did flappers rebel against the earlier styles and attitudes of the Victorian age?
- What key social, economic, and technological changes of the 1920s affected women's marriage and family life?
- How did the writers of the Harlem Renaissance address civil rights and equality concerns?
- What were the literary contributions of the Harlem Renaissance writers?
- Describe the primary goal of the immigration quota system established in 1921.
- How did the plight of farmers during the 1920s foreshadow events of the Great Depression?
- What were some of the effects of the Stock Market Crash in October 1929?
- **Knowledge and Skills:**
- *Students will know . . .*

- Considerable funding was needed to enforce the Volstead Act because the government had to patrol coastlines and island borders for alcohol smugglers, monitor highways for trucks carrying illegal alcohol, and oversee industries that used alcohol.
- The social, economic, judicial, and political conditions of the 1920's that created the Harlem Renaissance and led to the Great Depression.
- The lasting literature and impact on American literature resulting from this period.
- The development of African American literature in relation to the development of a new identity of Africans in America.
- The push toward civil rights and racial equality discussed in the literature of this period.
- How the federal government created policies and initiatives to propel the nation forward in the face of socio-economic division.
- Key terms: communism, Fordney-McCumber Tariff, isolationism, quota system, Teapot Dome Scandal, installment plan, bootlegger, fundamentalism, flapper, double standard, Harlem Renaissance, credit, speculation, buying on margin, Black Tuesday, Dow Jones Industrial Average, Great Depression, Dust Bowl, direct relief, Bonus Army
- Key people: Sacco and Vanzetti, Calvin Coolidge, John L. Lewis, Warren G. Harding, Charles A. Lindbergh, George Gershwin, F. Scott Fitzgerald, Zora Neale Hurston, Paul Robeson, Herbert Hoover
- The automobile prompted the building of new roads, gave people more mobility, and created jobs.
- The airplane improved transportation and communication.
- Electrical appliances freed up time for other activities.
- The income gap between workers and managers was growing in the 1920s.
- Industries were stagnant or losing money during the 1920s, and people were adding to their debt.

Students will be able to ...

- Interpret and analyze historical and literary texts.
- Explain the origins and impact of the Harlem Renaissance.
- Analyze how social, economic, and political conditions of the 1920's are treated in African-American literature of this period.
- Interpret the visual and recorded arts for the messages they relayed about the period.
- Understand how the climate of the country affected the experiences of African-Americans during the early 1900s.
- Summarize the impact of the automobile and other consumer goods on American life.
- Explain how prosperity affected different groups of Americans.
- Explain in what ways the country's prosperity was superficial.
- Explain how urbanization created a new way of life that often clashed with the values of traditional rural society.
- Describe the controversy over the role of science and religion in American education and society in the 1920s.
- Explain how the image of the flapper embodied the changing values and attitudes of young women in the 1920s.
- Identify the causes and results of the changing roles of women in the 1920s.
- Describe the popular culture of the 1920s.
- Explain why the youth-dominated decade came to be called the Roaring Twenties.
- Describe the prolific African-American artistic activity that became known as the Harlem Renaissance.
- Summarize the critical problems threatening the American economy in the late 1920s.
- Describe the causes of the Stock Market Crash and the Great Depression.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Tests/Quizzes/Vocabulary drills in the form of multiple choice, fill-ins and short answer.
- Short-answer written responses to analysis questions.
- Use the two-step process to literary analysis.
- Use the five-step introduction paragraph guidelines to respond to essay prompts.
- Use the eight-sentence body paragraph model to write essays of literary analysis with the appropriate embedding of quotations to support assertions.
- Use two step conclusion process to conclude essays.
 - Prompt 1: Use primary and secondary sources to write a five-paragraph essay that explains how the Harlem Renaissance had a lasting impact on American culture.
 - Prompt 2: Write a five-paragraph essay that analyzes the use of symbolism in *The Great Gatsby* to establish the theme of superficial prosperity and the pursuit of the American Dream.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis including maps of material related to geography of Harlem and the U.S. in the 1920s, legislation and firsthand accounts
- Charts/Graphic organizers outlining the major issues and events leading to the coming of the Great Depression
- Review writing processes and good practices and continuous writing of short-answer responses to daily themes and concepts
- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction
- Think-Pair-Share
- Socratic Seminar
- Post-it Note reading annotation
- Stations/centers

RESOURCES

Teacher Resources:

- Video/DVD
- Various online resources including activities and primary source documents
- NJ Amistad Curriculum
- Textbook: *United States History and Geography*
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- *The Oxford Anthology on African American Poetry*
- *The Norton Anthology for African American Literature*
- *The Great Gatsby* by F. Scott Fitzgerald
- *The Piano Lesson* by August Wilson

Equipment Needed:

- Projector/screen
- Computers
- “Elmo” document reader
- Internet Access

UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit 6 Title: The Art of Research

Target Course/Grade Level: Humanities Grade 10

Unit Summary: Students will begin crafting ideas for a research paper throughout the course of the school year. Students will understand the importance of choosing a topic and reliable sources in order to develop a thesis statement and conduct research. The paper will be produced in stages, feature numerous rewrites and revisions and will reinforce research and writing skills as well as citation format. The end product will be a detailed and substantiated paper that is well-conceived, well-written, and polished. Topics will be selected from various areas of the curriculum and will require students to conduct research in an in-depth, layered manner.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

6.1.12.A.7.a Analyze the reason for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.

6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.

6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.

6.1.12.D.6.b Compare and contrast the foreign policies of American presidents during the time period, and analyze how these presidents contributed to the United States becoming a world power.

6.1.12.D.6.c Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

6.1.12B.9.a Analyze how the actions and politics of the United States government contributed to the Great Depression.

6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic stability.

6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

21st Century Life and Career Skills:

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12. ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

Interdisciplinary Connections and Standards:

Science:

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Unit Understandings:

Students will understand that...

- A research paper analyzes a perspective or argues a point and presents original thinking backed up by the ideas of other scholars or experts.
- Literary analysis is the criticism, study, and interpretation of literature.
- A thesis statement must be supported and proven.
- All primary and secondary source information must be given appropriate credit.
- Information needs to be analyzed and synthesized.

Unit Essential Questions:

- What is research and what is text analysis?
- How is research conducted, interpreted, and presented?
- What is a thesis statement?
- What is proper MLA format?
- How are sources appropriately cited?
- How is a point of view or opinion expressed in written form without using words and phrases such as "I," "I think," "I believe," etc...?
- What is plagiarism and what are the consequences of plagiarism?

Knowledge and Skills:

Students will know...

- How to analyze literary texts.
- How to interpret informational texts and use information to support their arguments.
- Text is analyzed by readers based on the author's use of language and the reader's experiences.
- How to correctly format a research paper and a Works Cited page.
- How to avoid plagiarism.
- *Students will be able to ...*
- Read and interpret literary texts.
- Read and interpret informational texts.
- How to take a stand on an issue.
- Use appropriate grammar and academic writing guidelines in writing literary analysis research papers.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Class discussion.
- Using the two-step process to literary analysis.
- Primary source analysis
- Steps to research writing will be checked:
 - Thesis statement development
 - Source information/note cards
 - Source citation
 - Building works cited

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, both whole group and smaller “break-out” groups
- One-on-one instruction

RESOURCES

Teacher Resources:

- Various online pages and activities and primary source documents
- NJ Amistad Curriculum
- Textbook: *United States History and Geography*
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *Elements of Literature 5th Course* (Literature of the United States)
- *The Oxford Anthology on African-American Poetry*
- *The Norton Anthology for African-American Literature*
- Ebscohost
- Write Source 2000
- Handouts of sample research papers
- Plagiarism handbook

Equipment Needed:

- Projector/screen
- Computers
- “Elmo” document reader
- Internet Access