

ENGLISH IV: GRADE 12

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date: September 23, 2024
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Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

Table of Contents

Course Overview	3
Unit 1: Social Justice and Injustice	4
Unit 2: Race and Ethnicity	9
Unit 3: Gender Identities	13
Unit 4: Social Action	18
Grading Criteria	21
Sample Standards Integration	22
Appendix A: Teacher Resources	25
Appendix B: Suggested Climate Change Integration	29

Course Instructional Time: 87 minutes 5 days per week for one semester

Course Overview:

This course is designed to introduce students to social justice issues and assist them in discovering their ability to create positive change in their own world. Students will critically analyze various social movements related to race, ethnicity, gender, sexual orientation, and class. Students will also explore and discuss how these concepts influence human understanding, relationships, and behavior for centuries. Students will understand how individuals operate within community contexts created through interactions and relationships structured by sociability, belonging, and responsibility. This course will encourage students to think critically and expansively about the social world and the conditions of humanity. Social justice will provide a foundation for students to explore social justice concepts, issues, and remedies, thereby developing the necessary analytical tools and information to see inequality and injustice and address historical and contemporary issues relevant to students' present day lives.

Unit 1: Social Justice and Injustice (Pacing - 4 weeks)

Why Is This Unit Important?

In this unit, students are introduced to the concepts of justice and injustice and how these apply in the local and global spectrum. This unit focuses on the foundations of social justice history and historical figures who embody different components of social justice. It is in this unit it is essential that both the speaking and listening components are practiced as it will be critical for discussions on serious topics. In addition, students will also be introduced to different historical and current social justice leaders, understanding that they too can be social change leaders (a cornerstone of the final project for this class). Having this introductory unit is crucial to creating the basis and starting point of their research, ideas, and connections; they will need to be able to define and understand the themes before they can fully research them

Enduring Understandings:

- Students will develop positive social identities based on their membership in multiple groups in society.
- Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- Students will recognize that people's multiple identities interact and create unique and complex individuals.
- Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

Essential Questions:

- What is social justice?
- To what extent does power or the lack of power affect individuals?
- What is oppression and what are the root causes?
- How are prejudice and bias created? How do we overcome them?
- What are the responsibilities of the individual in regard to issues of social justice?
- When should an individual take a stand against what he/she believes to be an injustice? What are the most effective ways to do this?
- What are the factors that create an imbalance of power within a culture?
- What does power have to do with fairness and justice?
- When is it necessary to question the status quo? Who decides?

- What are the benefits and consequences of questioning / challenging social order?
- How do stereotypes influence how we look at and understand the world?
- What does it mean to be invisible?
- What creates prejudice, and what can an individual overcome it?
- What are the causes and consequences of prejudice and injustice, and how does an individual's response to them reveal his/her true character?
- What allows some individuals to take a stand against prejudice/oppression while others choose to participate in it?
- What are the causes and consequences of prejudice and how does an individual's response to it reveal his/her morals, ethics, and values?

Acquired Knowledge:

Students will be able to:

- Identify what is social justice and injustice
- Identify what is oppression and privilege
- Understand how privilege and person are interconnected
- Become more aware of how social identities impact the lives of others and see how they possibly impact their own lives.
- Be aware of what are possible unseen social identifies within themselves and their peers

Acquired Skills:

- Independent research skills including evaluating quality resources, both online and in person, text and internet, etc relative to the student directed issues raised in class.
- students will present current event issues to the class.
- Collaborative work with peers to create/present findings.
- Evaluation, comparison, contrast of how those of different cultural backgrounds experience social justice/injustice including identification of the roots, causes, functions, effect of said justice and injustice throughout the world and in students' own, specific environment.

Assessments:

Formative (Learning):

Students will discuss current issues they are aware of or have questions on in order to become aware of their surroundings and knowledgeable about issues within society [presentation of current events related to a culture other than that for which they identify (New York Times Learning Network)]. They will be expected to analyze, research, and make connections to the event, as opposed to simply reading a newspaper article. This will reinforce their speaking, listening, research analysis, and proper use of evidence skills weekly.

Summative (Practice):

Students will work collaboratively to identify a microaggression (related to social justice/injustice) that is relatable to them and affects them personally in some way. Students will make a video/formal presentation of this microaggression (using resources including but not limited to New York Times Learning Network, contemporary, reputable news outlets, etc) being displayed from a variety of angles. These angles can include individuals who choose to be a bystander or individuals who choose to be action makers and stand up against this micro aggression. At the end of this video they will compare and contrast the effects of the different angles filmed from the microaggression and analyze the effects and harm these can cause.

Benchmark (Formal):

CONNECTING TO INDIVIDUAL NOVEL CHOICE TO BOTH THE FORMATIVE AND SUMMATIVE EVALUATIONS: Identify three microaggressions communicated in the core novel they read. Detail what the cause/function/effect of each microaggression was in the novel. Research and evaluate how said microaggression can be applied, directly or indirectly, to what said racial/religious/indigenous group experiences in contemporary society.

Alternate:

Students will analyze current events and present their analysis to the class. Students will write an essay on social justice and injustice

Instructional Materials:

Core: choice from ONE of the following 3 (students select one from a culture/identity they do NOT identify with): *Night* (Jewish), *American Born Chinese* (Asian), *12 Angry Men* (Black American).

Supplemental:

- *12 Angry Men:*
 - *To Kill a Mockingbird*,
 - "When They See Us"
 - https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_a_n_injustice <https://www.npr.org/transcripts/129827444> (Interview with Isabel Wilkerson)
 - New York Times Learning Network
- *American Born Chinese:*
 - "My Banana Story"
<https://www.usatoday.com/story/college/2015/02/27/asian-american-students-share-their-struggles-in-mybananastory/37400993/>
 - "Asian-American Discrimination" Essay by John Cho (LA Times)
<https://www.latimes.com/opinion/story/2020-04-22/asian-american-discrimination-john-cho-coronavirus>
 - The Anti-Asian Hate Bill
<https://www.npr.org/2021/05/20/998599775/biden-to-sign-the-covid-19-hate-crimes-bill-as-anti-asian-american-attacks-rise>
 - Spoken word by Kelly Tsai
https://www.youtube.com/watch?v=uNU_Abkqryc
 - <https://www.learningforjustice.org/magazine/responding-to-antiasian-violence-and-georgia-shootings>
- *Night:*
 - <https://youtu.be/keLT6bp7wok> (Elie Wiesel)
 - Elie Wiesel "The Power of Indifference" -<https://youtu.be/JpXmRiGst4k>
- "Self-care Can Be Social Justice"
 - <https://www.learningforjustice.org/magazine/selfcare-can-be-social-justice>
- "Gender Separate Dialogue Groups"
 - <https://www.learningforjustice.org/classroom-resources/lessons/gender-separate-dialogue-groups>
- "Editorial Cartoons: Gender Discrimination"
 - <https://www.learningforjustice.org/classroom-resources/lessons/editorial-cartoons-gender-discrimination>
- *Collections* - Unit 3 - Voices of Protest
 - *Speech on the Vietnam War* (Close Reading) by Martin Luther King, Jr.
 - *People and Peace, Not Profits and War* (Close Reading) by Shirley Chisholm
 - *Third World America* - Media Analysis (Photographs) by Alison Wright
- *Collections* - Unit 4 - Seeking Justice, Seeking Peace
 - Nobel Prize Acceptance Speech (Close Reading) by Wangari Maathai

Interdisciplinary Connections:

- US History 1 and 2
- Sociology
- Psychology
- Theology
- Law

Technology Integration:

- New York Times Learning Network
- Learning for Justice.org
- Youtube
- TED Talks
- Virtual Discussions
- Google Classroom Suite of Apps
- Interactive Learning Platforms (Flocabulary, Nearpod, CommonLit)

Applicable New Jersey Student Learning Standards (2023):

- Language Domain:
 - L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4
- Reading Domain:
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- Writing Domain:
 - W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7
- Speaking and Listening Domain:
 - SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5

Instructional Activities/Suggested Learning Experiences:

- Invite students who lead the BLM peaceful protests during the summer of 2020 to discuss their experiences.
- Virtual Tour of museums/memorial sites

Unit 2: Race and Ethnicity (Pacing - 4 weeks)

Why Is This Unit Important?

Within this unit students will learn about various components in relation to race, ethnicity, and biases that can occur. The concept of discrimination and the effects it has on both children and adults are studied and discussed. Paying close attention to people their age or in their community will be very essential unmaking this unit relatable and impactful as well. Throughout this unit students are exposed to differing races, cultures, and ethnicity. Students will hopefully have the ability to listen in on guest lectures from professionals within our own community, this will give students an opportunity to ask questions and get direct and specific answers to all their questions first hand. These individuals are professionals in their field and having seen and been involved in these activities first hand they are a prime candidate to assist students in their research and questions. The unit both looks at historical and modern issues of inequalities. Some discussions that come up are: how groups of authority and power treat different racial groups, and what the long term impact of this is.

Enduring Understandings:

- The effect discrimination and the lack of racial understanding and equities affect individuals and communities.
- How one learns to quantify their own racial identity and how doing so affects their world view.
- What individuals can do to affect social change relevant to their own personal experiences.

Essential Questions:

- How do you identify?
- Does country of origin play into the way you see yourself? Why/why not? How?
- When encountering new/different groups/cultures, what value do you tend to place on them? What are the criteria you use to judge them (outward signs of wealth (or lack thereof), language/accent, mannerisms, religion, etc.)?
- Are different cultures able to coexist peacefully under a colonial model? How?
- How did colonization shape indigenous views of self?

Acquired Knowledge:

- Identification of fundamental causes of racism and prejudice and the effects such injustice(s) had on individuals.

- Application of informational texts including interviews with contemporary individuals relating their experiences regarding negative effects of racism, colonialism, etc to contemporary issues.

Acquired Skills:

- Comprehension of native cultures, language and traditions and apply those to students' personal experiences.
- Compose relevant interview questions and communicate how those responses parallel or contradict viewpoint students currently hold.

Assessments:

Formative (Learning):

Using a list of African proverbs, students will create projects that depict their understanding of the text linked with the message of the proverb.

<https://docs.google.com/document/d/1hgTjTKuTBj1JsaNVZjd0HGxa9RCuobn3OzTrblb6eAU/edit?usp=sharing>

Summative (Practice):

There is a comprehensive test on the core novel.

Benchmark (Formal):

Documentary: For this project students will have now researched many components of social injustice issues in terms of race and ethnicity. They will now be able to see first hand how this has affected someone in their community. They can interview a family member, someone in the community, or a friend; while asking them a range of questions that are prepared beforehand. They will present their documentary with the class and answer any questions they may have on their interview. This interview is meant to get a first hand look at social injustice issues in regards

to race and ethnicity from someone who has been affected by this in any way.

Alternate:

Students will write an essay instead of taking the comprehensive test. Students can invite a person from the community to speak with the class regarding the injustices they have faced. Students will prepare interview questions

Instructional Materials:

Core: *Things Fall Apart* by Chinua Achebe

Supplemental:

- Chimimanda Adichie's TED Talk "The Danger of a Single Story"
 - <https://www.youtube.com/watch?v=D9Ihs241zeg> as an introductory piece to *Things Fall Apart*.
- Use an excerpt from *Heart of Darkness* to introduce whitewashing of colonialist ideology.
- Kassiva Mutua's TED Talk on drumming as a woman
 - <https://www.youtube.com/watch?v=V84b-WIINA0>
- PBS article and video about "The Berlin Conference"
 - <https://why.pbslearningmedia.org/resource/6031c3a2-ada9-42b4-8045-52006e2a2b07/the-berlin-conference-of-1884-1885/>
- PBS videos about the pre-colonial civilizations of Africa
 - <https://why.pbslearningmedia.org/collection/africas-great-civilizations/>
- Excerpts from Netflix documentary "High on the Hog" (episode 1), which centers on African foodways (including the much-proclaimed yam) and how they shaped international cuisine
 - <https://www.netflix.com/title/81034518>
- Tulsa Race Riots interactive highlighting the destruction of a culture by outside forces:
 - <https://www.nytimes.com/interactive/2021/05/24/us/tulsa-race-massacre.html>
- The 1619 Project
 - <https://www.nytimes.com/interactive/2019/12/20/magazine/1619-intro.html>

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Climate Change Opportunities: As per NJDOE, "With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas." We encourage you to consider integrating climate change lessons where relevant across

different units. While these lessons aren't required for every unit, they offer valuable opportunities to enrich student learning and foster environmental awareness. [Click here](#) for suggested activities for Grade 12. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

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 - RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.TS.11-12.4, RI.PP.11-12.5, RI.MF.11-12.6, RI.AA.11-12.7, RL.CT.11-12.8
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Instructional Activities/Suggested Learning Experiences:

Invite former students who have taken leadership roles in arousing racial justice and equality to speak to students and answer their questions.

Unit 3: Gender Identities (Pacing - 4 weeks)

Why Is This Unit Important?

Issues of inequality under the realm of gender and sexuality are covered in this unit. Students discuss the social dynamics of how children are raised; additionally, students analyze how gender plays a role in identity as well. Students will analyze how gender and sexual identity is seen and depicted within advertisements, music, social media, employment, wage inequality, and domestic violence. Students reflect on their own childhood and how they have viewed themselves through the lenses of gender. Many times students have not given much thought to all various components that can be addressed in relation to gender or sexual identity.

Enduring Understandings:

- Students will demonstrate understanding of how the definition of gender/sexual identity is affected by environmental, economic, social, cultural, and civic concerns.
- Students will review and research global societies that are diverse, accepting varied perspectives, contributions, and challenges.
- Students will develop a deeper understanding of what civil rights protect individuals from discriminatory treatment.
- Students will explore and discover means of protecting and strengthening the civil rights of LGBTQ+ people engaged with the criminal legal system and law enforcement.
- Students will foster inclusive, safe, welcoming, and affirming discussions and educational environments for all students (building awareness of LGBTQ+).
- Students will build understanding for fair and humane treatment of LGBTQ+ immigrants and the rights of LGBTQ+ people abroad.

Essential Questions:

- What is feminism?
- How are gender roles constructed from personal to global levels?
- In what ways are gender roles used in society and what are their purposes?
- To what extent do gender roles inhibit and/or liberate individuals?
- How have gender roles, women's roles, roles of those with LGBTQ+ sexual identities changed over time and in relation to political and social events?
- What strategies have women/LGBTQ+ used in their struggle to achieve social change?
- How have women/LGBTQ+ balanced the need to conform to cultural expectations with the desire to assert their individuality and equality?
- What roles do the media play in gender stereotypes and bias?

- What obstacles do women/LGBTQ+ encounter when they get married?
- What kinds of discrimination do women face? Is it different for those who are LGBTQ+?
- How has changing educational opportunities affected women's/LGBTQ+ roles in the workforce?

Acquired Knowledge:

- Identify what is gender and how this is related to sexism/stereotypes
- Identify what is homophobia and heterosexism
- Explain how are gender role messages are communicated and reinforced
- Identify which social movements address injustices and are caused because of gender/gender identity differences
- Identify and evaluate social movements/organizations which address injustices/inequities for members of the LGBTQ+ community

Acquired Skills:

- Identify and explain a social inequity regarding gender roles/sexual identification.
- Create informational texts enabling individuals experiencing such inequities to locate assistance to overcome such issues.

Assessments:

Formative (Learning):

To begin the unit, students will conduct research on how varied groups are identified in popular media including: youtube, videos, advertisements, popular culture, television, movies, etc and evaluate the negative stereotypes resulting from such media.

From the core novel and selected supplemental texts, identify the obstacles individuals from particular gender groups are faced with and forced to deal with on a regular basis. Evaluate the manner in which those individuals either succumb to or work to overcome said obstacles.

Summative (Practice): Select a group of such individuals in the local community who encounter similar obstacles to those read about in the core and supplemental texts; identify resources/social support networks available to said individuals in the local and/or regional community.

Benchmark (Formal): Create a brochure to provide background information for an organization identified in the summative assessment. Said brochure will additionally detail what that support network provides, prices, contact information. Additionally students will contact individuals at said organization and include direct quotes from that individual promoting the services provided by that organization. Said brochure will then be made available online via the Ewing Public Schools website and organizations within Ewing Public Schools who serve those communities.

Alternate:

Create a presentation to be shared with the community regarding some of the gender issues they have read about

Instructional Materials:

Core: *Their Eyes Were Watching God*, Zora Neale Hurston

Supplemental:

- “Women’s History Essential Question: How Do Gender Roles Define People?”
 - <https://teachdifferent.com/2019/11/use-this-big-question-to-begin-a-unit-on-the-womens-movement/>
- “School Is a Place to Ask Questions” is a segment from I Learn America, a documentary film by Jean-Michel Dissard & Gitte Peng.
 - <https://www.learningforjustice.org/classroom-resources/texts/school-is-a-place-to-ask-questions>
- “In Search of Our Mother’s Garden” essay by Alice Walker
 - https://drive.google.com/file/d/1JM9fO1Z6rCIZgdlQktsyoRG4D_24nwNj/view?usp=sharing
- *In Our Mothers’ Garden* documentary (May 2021)
 - <https://www.netflix.com/title/81354661>
- Chimimanda Adichie’s TED Talk “We Should All Be Feminists”
 - https://www.youtube.com/watch?v=hg3umXU_qWc and for discussing women’s roles within the text,
- *Feminism*
 - <https://drive.google.com/file/d/1P00MEIvQU8AgfWsOZDZnRVULZXaUIh1D/view?usp=sharing>
- “Queer People Have Always Existed—Teach Like It”
 - <https://www.learningforjustice.org/magazine/queer-people-have-always-existed-teach-like-it>
- Gender and Jobs—Women in the Workforce
 - <https://www.learningforjustice.org/classroom-resources/lessons/gender-and-jobswomen-in-the-workforce>

- "The Water That Falls on You from Nowhere" by John Chu
 - <https://www.tor.com/2013/02/20/the-water-that-falls-on-you-from-now-here/>
 - https://drive.google.com/file/d/1KIG7Lc6gPe6GPQjNKxWOkjA_eygb7WXZ/view?usp=sharing
- Stonewall Uprising - Documentary - PBS
 - <https://www.pbs.org/wgbh/americanexperience/films/stonewall/#part01>
- *Juliet Takes a Breath* by Gabby Rivera
- https://www.goodreads.com/book/show/28648863-juliet-takes-a-breath?from_search=true&search_version=service *We Are Totally Normal* by Naomi Kanakia
 - https://www.amazon.com/Are-Totally-Normal-Rahul-Kanakia/dp/006286582X/ref=pd_sbs_9/137-9260240-5349202?pd_rd_w=tVPsd&pf_rd_p=f8e24c42-8be0-4374-84aa-bb08fd897453&pf_rd_r=Y1KGRASDTSMMT9NFM6ZZ&pd_rd_r=ba7b1762-b9ee-450f-b9f7-b3d7498fb878&pd_rd_wg=kqiQf&pd_rd_i=006286582X&psc=1
- *Collections* - Unit 2 - *Gender Roles*
 - *My Father's Sadness* - (Poem) by Lim
 - *Vindication of the Rights of Woman* (Excerpt) by Wollstonecraft
 - *Pink Think* (Excerpt) by Lynn Peril
 - In A Scattered Protest, Saudi Women Take the Wheel - New York Times
 - Saudi Women Defy Driving Ban (Video)
- CommonLit
 - *Presidential Announcement Speech* - Shirley Chisholm
 - *Testimony Before the Senate Hearings on Equal Rights Amendment* - Gloria Steinem

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- Speaking and Listening Domain:
 - SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6

Instructional Activities/Suggested Learning Experiences:

- Speaker from WomanSpace
- If appropriate, possibly ask former students to speak about their journey to self-actualization
- Students will hopefully have the ability to listen in on multiple guest lectures from professionals in this field from the local university in our area and Doctors who are professionals in the field of domestic violence, support groups, LGBTQ community, therapy, family support, and victims of domestic violence or gender biases.

Unit 4: Social Action (Pacing - 4 weeks)

Why Is This Unit Important?

This unit will require a high level of organization and planning while using material from the entire course. It will be a product of each student's own creative thought and expresses their desire to make social change. It provides students with an opportunity to take on a leadership role and to demonstrate a wide variety of conceptualization, organization, implementation, and presentation skills. Within this plan, students will incorporate the concepts learned in class and apply them to a real-life social justice issue. They will also demonstrate an understanding of the personal and organizational skills required to effect real change in society to raise others self-awareness.

Enduring Understandings:

- Individuals can make a substantive contribution to improving social conditions in their immediate community.
- An individual's voice can be empowered to enact societal changes on a local level with ripple effects shaping the larger landscape.

Essential Questions:

- What is my mission?
- Do I feel empowered to make changes in the environment around me? If not, how can I gain that sense of empowerment? If so, who around me can I assist to feel so empowered?
- What social/emotional issues are present in my environment, and what do I want to do/can I do to make a difference?

Acquired Knowledge:

- Identify who is a change agent
- Understand why it is important that citizens actively engage others in local, national, and global levels to fight systems of injustices.
- Identify what is an action plan
- Identify what societal injustice currently faces citizens that they would like to address

Acquired Skills:

- Create and work to implement an action plan addressing and working to overcome a student's identified social need in their environment

Assessments:

Formative (Learning):

Monuments/Building Names (many articles regarding this topic)

- Ex. "My Body Is A Civil War Monument" (*New York Time* Op Ed piece by Caroline Randall Williams)
- <https://www.nytimes.com/2020/06/26/opinion/confederate-monuments-racism.html>

Conduct research, investigate, and identify an injustice related to social status/race/ethnicity/religion/gender identity in their community.

Summative (Practice): Create a draft including a communication of the issue at large, the negative consequences related to that issue, and a plan of action to address said issue.

Benchmark (Formal): Compose a final draft and formal presentation including visuals, interviews, etc detailing the issue at large, the negative consequences related to that issue, and plan of action to address said issue.

Alternate:

Take a comprehensive assessment on social action

Students will write an essay on how they can take action on a particular issue

Instructional Materials:

Core: employ work from previous units to gauge a starting point for the local/personal issue they wish to investigate and compose real world solutions for.

Supplemental:

- In addition to the myriad supplemental materials employed throughout the course, students will conduct independent research using reputable sources (as introduced and reinforced throughout the course), will conduct interviews as needed/required, will explore and employ their own personal experiences and those of friends, family members, etc as they work to develop a plan of action.

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- Virtual Discussions
- Google Classroom Suite of Apps
- Interactive Learning Platforms (Flocabulary, Nearpod, CommonLit)

Applicable New Jersey Student Learning Standards (2023):

- Language Domain:
 - L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4
- Reading Domain:
 - RL.CR.11-12.1, RL.CI.11-12.2, RL.IT.11-12.3, RL.TS.11-12.4, RL.PP.11-12.5, RL.MF.11-12.6, RL.CT.11-12.8
 - RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.TS.11-12.4, RI.PP.11-12.5, RI.MF.11-12.6, RI.AA.11-12.7, RL.CT.11-12.8
- Writing Domain:
 - W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7, RL.CT.11-12.8
- Speaking and Listening Domain:
 - SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6

Instructional Activities/Suggested Learning Experiences:

JA - speak about Richmond building/statues (see Formative)

Grading Criteria

1. ENGLISH STUDENT EVALUATION AND ASSESSMENT:

a. The grading system for the English department at Ewing High School is as follows:

- i. Learning Activities: 30%
- ii. Practice Activities: 30%
- iii. Formal Assessments: 40%

b. Description of assignments in each category:

- i. **Learning Activities:** Learning activities are ones where a student is learning the concepts and skills as they do the activity. Examples of such activities could be collaborative problems on new skills and concepts or an investigation into new or extended learning.
- ii. **Practice Activities:** Practice activities are ones where the student is reviewing or practicing the concepts and skills they have previously learned. Examples of such activities could be review questions and problems used for fluency with skills.
- iii. **Formal Assessments:** Formal assessments are used to determine how well a student understands the concepts and skills, so that both the student and teacher can then adjust the instruction and learning to better understand the concept and skills. Examples of such could be test, quiz, or project.

SOURCES EMPLOYED FOR CURRICULUM DEVELOPMENT:

<https://www.learningforjustice.org/frameworks/social-justice-standards>

http://bayfrontcharter.com/uploads/3/3/8/6/3386918/social_justice_syllabus.pdf

Sample Standards Integration

Grade 12

Career Readiness, Life Literacies, and Key Skills

Career Education

9.2.12. CAP.5 Assess and modify a personal plan to support current interests and post-secondary plans

During English 4, students complete a variety of personality tests that suggest career matches. Students select 3 of the careers they are matched with, based on their current interests and plans for the future. They research these 3 careers to learn more about the qualifications, responsibilities, salaries, advancement in the field, among other things.

Through this experience, students can explore their work-related strengths including people skills and natural leadership ability.

Career Readiness, Life Literacies, and Key Skills

Global and Cultural Awareness

9.4.12.GCA.1 Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences

In twelfth grade English, students learn about social justice issues and discover their ability to create a positive change in the world. Students explore and discuss how these concepts influence human understanding, relationships, and behavior for centuries. Students will understand how individuals operate within community contexts created through interactions and relationships structured by sociability, belonging, and responsibility. This course will encourage students to think critically and expansively about the social world and the conditions of humanity.

Students will understand that all of these varying points of views and experience shape who we are and how we interact with one another and the world around us.

Computer Science and Design Thinking

Interaction of Technology and Humans

8.2.12.ITH.3 Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on an economy's politics, and culture

Within units 1 and 4 students learn about social justice, injustice, and social action. Through their research, students can research the impact that globalization, social media, and access to open source technologies has had on innovation and especially culture. Students are examining how the world is impacted by our actions and inaction. This can include the impact of technology and innovation on our lives.

Interdisciplinary Connection: Social Studies

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.12.UP.1 History, Culture, and Perspectives

In grade twelve, students spend much of the course learning about and researching social justice issues. It is important for them to examine the history of the people, and the culture of our society. Through research, students can learn from others perspectives and use the knowledge that they have gained to shape their own perspectives.

Additionally, students read a variety of informational texts, primary, and secondary sources. Through reading, discussions, Socratic seminars, students will think analytically about past and present interactions of people, cultures, and the environment. As a result, students can act as globally responsible citizens in this ever-changing and interconnected world. Through literature and informational texts, students will learn about our American heritage, and the events that shape our values and traditions as Americans.

History, Social Studies, Science and Technical Subjects Grades 6-8

History Companion Standards:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

A key aspect of the twelfth grade English curriculum connects students to texts that expose them to the world. Primary and secondary sources (through the Library of Congress) are used to help students learn about history and current events from different cultures and societies. The ability to bridge their own experiences to those around the world builds empathy. Through the analysis of primary and secondary sources, students can look beyond the text to learn about the world around them.

Diversity, Equity, and Inclusion
History of Disabilities and LGBTQ Persons

Please see the resources on the following pages. The resources highlight how these statutes are embedded in the twelfth grade English curriculum.

Explanation: The appendix breaks down each of the thematic units to include activities and resources that support the Diversity, Equity and Inclusion statutes, as well as the history of disabled and LGBTQ persons. This twelfth grade course was updated to help prepare students as they graduate and become productive citizens.

Example:

Unit 3- the focus on the unit is gender identity. In addition to the core and supplemental materials, the suggested resources include more information on identity and gender.

Appendix A: Teacher Resources

UNIT 1: Social Justice and Injustice

Microaggression:

https://libraryguides.saic.edu/learn_unlearn/culturalcompetence4

<https://www.onoursleeves.org/mental-health-resources/minority-mental-health/how-to-teach-kids-about-microaggressions>

https://escholarship.org/content/qt0xw340sb/qt0xw340sb_noSplash_7421e2ba26f0abab17ef357918685d45.pdf

[What is the definition of microaggression?](#)

[What Are Micro-Aggressions?](#)

[LISTEN: How Do You Respond to Microaggressions?](#)

Social Justice/Injustice: AMISTAD

<https://www.learningforjustice.org/classroom-resources/lessons/using-photographs-to-teach-social-justice>

Racial Disparity in the Criminal Justice System: AMISTAD

<https://www.learningforjustice.org/classroom-resources/lessons/racial-disparity-in-the-criminal-justice-system>

Links for articles and speeches related to social and economic justice:

<https://voicesofdemocracy.umd.edu/category/topics/social-economic-justice/>

Great resource for a variety of lesson plans, resources, multimedia

NOTE: this resource is also included on the English III curriculum addendum; this has resources which could fit within a variety of units.

<https://www.learningforjustice.org/classroom-resources?keys&%3btype=All&%3btopic=161&%3bgrade=All&%3bdomain=All&%3bsubject=All>

UNIT 2: Race and Ethnicity

Understanding the varied aspects of identity:

[QM LP PrideandProtest 2018.pdf](#)

Latinx Civil Rights:

<https://www.learningforjustice.org/classroom-resources/lessons/latino-civil-rights-timeline-1903-to-2006>

Contemporary Social Movements:

<https://www.learningforjustice.org/classroom-resources/lessons/contemporary-movements>

Examining Identity and Assimilation: LGBTQIA

<https://www.learningforjustice.org/classroom-resources/lessons/examining-identity-and-assimilation>

Culture and Gender-Identity: [Culture and Gender.pdf](#)

Danger of a Single Story: PDF and youtube links - AMISTAD [Danger of a Single Story - full text.pdf](#)

[Chimamanda Ngozi Adichie: The danger of a single story | TED](#)

Race and Ethnicity Lesson Plan:AMISTAD

https://criticalmediaproject.org/wp-content/uploads/2019/07/Race-and-Ethnicity_LessonPlan.pdf

UNIT 3: Gender Identity

Introduction to Labels/LGBTQ+ LGBTQIA

<https://www.glsen.org/activity/learning-empowerment-and-self-identification>

Pronoun Symphony: LGBTQIA

<https://www.bctf.ca/classroom-resources/details/rodney-sharman's-the-pronoun-symphony>

Body Image:

<https://www.learningforjustice.org/classroom-resources/lessons/i-see-you-you-see-me-body-image-and-social-justice>

Bias Based on Appearance:

<https://www.learningforjustice.org/classroom-resources/lessons/beauty-is-skin-deep>

The Role of LGBTQ+ in Civil Rights: LGBTQIA

<https://www.learningforjustice.org/classroom-resources/lessons/the-role-of-gay-men-and-lesbians-in-the-civil-rights-movement>

Challenging Gender Stereotyping and Homophobia in Sports:

<https://www.learningforjustice.org/classroom-resources/lessons/challenging-gender-stereotyping-and-homophobia-in-sports>

Gender Spectrum:

<https://www.learningforjustice.org/classroom-resources/texts/gender-spectrum>

Female Identity and Gender Expectations:

<https://www.learningforjustice.org/classroom-resources/lessons/female-identity-and-gender-expectations>

What is Toxic Masculinity: [07 - What is Toxic Masculinity](#) [Media Analysis and Gender Studies for High School.pdf](#)

Gender Identity and Roles: [Gender Identity & Roles](#) [Feminine Traits & Stereotypes](#)

LGBTQ+ and Media:LGBTQIA

https://criticalmediaproject.org/wp-content/uploads/2018/03/LGBTQ_LessonPlan.pdf

Gender Lesson Plan:

https://criticalmediaproject.org/wp-content/uploads/2018/03/Gender_LessonPlan2.pdf

UNIT 4: Social Action

<https://www.nytimes.com/2017/05/18/learning/lesson-plans/guest-post-ideas-for-student-civic-action-in-a-time-of-social-uncertainty.html?searchResultPosition=6>

Lesser Known Social Activists: AMISTAD

<https://www.learningforjustice.org/classroom-resources/lessons/beyond-rosa-parks-powerful-voices-for-civil-rights-and-social-justice>

Using the Internet for Social Action:

<https://www.learningforjustice.org/classroom-resources/lessons/activism-online>

Mary McLeod Bethune:AMISTAD

<https://www.learningforjustice.org/classroom-resources/lessons/mary-mcleod-bethune>

Food Deserts:

<https://www.learningforjustice.org/classroom-resources/lessons/food-deserts-causes-consequences-and-solutions>

NOVEL RESOURCES:

Things Fall Apart-NOTE: Core Text

"Marriage is a Private Affair" - this can be used as a lead in to the novel if you so choose

[Marriage is a Private Affair.pdf](#)

[Marriage is a Private Affair](#)

Focus Questions:

[Things Fall Apart Focus Questions](#)

[Reflection on the Focus Questions](#)

Proverbs:

[Proverbs – Tim's Free English Lesson Plans.pdf](#)

[proverb_definition.pdf](#)

[Proverbs and Folktales](#)

This is a generic introduction to the author, country, and novel:

[Introduction to Things Fall Apart](#)

Teaching Guides:

[Things Fall Apart Unit Overall Guide.pdf](#)

[Things Fall Apart Unit Teacher Copy.pdf](#)

WebQuest:

[Things Fall Apart WebQuest](#)

Tracing Ibo Culture and Traditions throughout the novel:

[Things Fall Apart: Culture, Traditions, and Characters](#)

Following are a variety of YouTube videos regarding Ibo culture, traditions, history, etc (as well as some modern iterations of the same):

[Legends of the Lost Tribes Chapter 03 - Ibo Tribe of Nigeria](#)

[Igbo Traditional Wrestling](#)

[Babatunde African Drum Performance.](#)

[Drumline Battle | Howard vs Hampton 2019 | Battle of the HUs](#)

[Hampton U Alphas Fall 2013 Probate Show - Zoom, Zoom, Zoom](#)
[The new Yam festival \(Igbo\)](#)
[Funeral Rites Of An Igbo Monarch](#)
[A TYPICAL NIGERIAN VILLAGE COMPOUND| ORSU, IMO STATE](#)
[Oka Okoro-Grits and Galantry](#)

Night-Used in lit circles. Below are resources lit circle groups may use for introductory purposes: HOLOCAUST/GENOCIDE EDUCATION

[Projections of Life: Jewish Life before World War II](#)
[Watch Elie Wiesel's Remarks at Holocaust Museum Anniversary Tribute](#)
[The Holocaust - A Child's Experience and its Relevance Today | Steven Frank | TEDxFrensham](#)

House on Mango Street-used in lit circles. Below are resources lit circle groups may use for introductory purposes:

[Introduction to the House on Mango Street](#)
[The House On Mango Street Introduction](#)
[What Being Hispanic and Latinx Means in the United States | Fernanda Ponce | TEDxDeerfield](#)

Little Man, Little Man AMISTAD

[Civil Rights | James Baldwin Interview | Mavis on Four](#)
[Trailer for James Baldwin's Little Man, Little Man](#)
[Little Man, Little Man: a Story of Childhood & the Legacy of James Baldwin](#)

Appendix B: Climate Change Integration
English Language Arts
Grade Level 12

Note: New Jersey has created a [New Jersey Climate Educator Hub](#). Create a FREE account with your district email to access FREE Teaching Resources, Exemplar Lesson Plans, and Professional Learning Opportunities.

Unit of Study	Standard	Supplemental Texts, Resources, and/or Example Activities
Unit 2	RI.CT.11-12.8 W.WR.11-12.5 SL.UM.11-12.5	<p>Lesson Title: Environmental Collapse and Cultural Displacement: Connecting <i>Things Fall Apart</i> to Climate Change</p> <p>Grade Level: 12th Grade English Duration: 1-2 class periods (60-90 minutes per class)</p> <p>This lesson helps students connect the themes of cultural disruption and identity loss in <i>Things Fall Apart</i> to modern-day issues of climate change and environmental displacement. By examining both the historical impacts of colonialism and the present-day threats posed by environmental degradation, students gain a deeper understanding of how global crises affect both the physical and cultural survival of communities around the world.</p> <p>Lesson Objectives:</p> <ul style="list-style-type: none">• Students will be able to analyze themes of cultural collapse, displacement, and identity in <i>Things Fall Apart</i> by Chinua Achebe and connect them to contemporary issues of climate change, particularly focusing on how environmental degradation leads to displacement and loss of cultural identity.• Students will be able to explore the parallels between colonialism’s impact on

		<p>indigenous cultures and the ways in which climate change disrupts vulnerable communities today.</p> <ul style="list-style-type: none"> • Students will be able to critically engage with the intersection of environmental justice and cultural survival, understanding how both are affected by global crises. <p>Materials:</p> <ul style="list-style-type: none"> • Texts: Excerpts from <i>Things Fall Apart</i> by Chinua Achebe (focus on themes of cultural disruption, identity, and colonialism). • Articles on Climate Change and Cultural Displacement: <ul style="list-style-type: none"> ◦ Example: "Climate Refugees: The Human Cost of Environmental Change" (article discussing displacement due to climate change). ◦ "How Climate Change Threatens Indigenous Communities" (article on environmental threats to indigenous populations). • Documentary Clip: Short video on climate refugees or the impact of climate change on indigenous peoples. • Graphic Organizer: Double-entry journal or thematic analysis chart. • Promethean Board: To display key points or videos. <p>Lesson Plan:</p> <p>Do Now (10 minutes)</p> <ul style="list-style-type: none"> • Prompt: Display the following question on the board: <i>In Things Fall Apart, how does the arrival of colonial powers disrupt the traditional way of life in Umuofia? How do cultural and social structures begin to fall apart?</i> <ul style="list-style-type: none"> ◦ Students write a brief response in their journals (3-5 minutes), then share with a partner. ◦ Call on a few students to share their thoughts with the class. <p>Introduction to the Lesson (10 minutes)</p>
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		<ul style="list-style-type: none"> • Teacher Explanation: <ul style="list-style-type: none"> ◦ Review key themes in <i>Things Fall Apart</i>, focusing on how the arrival of European colonizers disrupts the social, cultural, and economic fabric of the Igbo community in Umuofia. Discuss the psychological and societal consequences of cultural disintegration and displacement. ◦ Transition into a discussion about how climate change, like colonialism, threatens to displace entire communities and disrupt their cultural heritage. Explain the concept of climate refugees, people forced to leave their homes due to environmental degradation (e.g., rising sea levels, desertification, extreme weather). ◦ Preview the lesson's central focus: drawing parallels between the cultural collapse in <i>Things Fall Apart</i> and the modern-day displacement and cultural loss caused by climate change. <p>Close Reading: <i>Things Fall Apart</i> Excerpts (15 minutes)</p> <ul style="list-style-type: none"> • Distribute or project selected excerpts from <i>Things Fall Apart</i> that depict the disruption of the Igbo community's way of life. Focus on scenes where: <ul style="list-style-type: none"> ◦ Okonkwo struggles with the changes brought by the colonizers. ◦ The introduction of new religions, governance, and economic systems displaces traditional Igbo values and practices. • Guided Reading Questions: <ul style="list-style-type: none"> ◦ How does Achebe portray the psychological and social impact of cultural displacement on Okonkwo and the community? ◦ What are the key factors that lead to the collapse of Igbo society in the novel? ◦ How do environmental factors (e.g., drought, agricultural dependence) also play a role in the instability of the community? <p>Connection to Climate Change and Cultural Displacement (20 minutes)</p> <ul style="list-style-type: none"> • Mini-Lecture: Provide an overview of how climate change leads to the displacement of communities, particularly focusing on indigenous populations
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		<p>and vulnerable regions of the world. Highlight key issues such as:</p> <ul style="list-style-type: none"> ○ Rising sea levels forcing coastal communities to relocate. ○ Desertification and drought leading to food insecurity in agricultural societies. ○ How displacement leads to the erosion of cultural practices, traditions, and languages. <ul style="list-style-type: none"> ● Show a short documentary clip (e.g., from National Geographic, UN Climate Report, or PBS) that discusses the effects of climate change on indigenous communities or the plight of climate refugees. ● Pass out an article or infographic that discusses the intersection of climate change, displacement, and cultural survival, focusing on how global warming disrupts communities that are tied closely to their land and environment. <p>Small Group Work: Comparative Analysis (20 minutes)</p> <ul style="list-style-type: none"> ● Divide students into small groups. Provide them with a graphic organizer (double-entry journal or thematic analysis chart) to compare the cultural displacement in <i>Things Fall Apart</i> with the modern-day displacement caused by climate change. <ul style="list-style-type: none"> ○ Chart Prompts: <ul style="list-style-type: none"> ■ What are the cultural impacts of colonialism on the Igbo society in <i>Things Fall Apart</i>? ■ How does climate change cause similar disruptions to the cultural identity of indigenous or rural communities today? ■ How does the forced relocation of communities (due to colonialism or climate change) affect their way of life, traditions, and social structures? <p>Class Discussion and Share Out (15 minutes)</p> <ul style="list-style-type: none"> ● Have each group share their findings from their comparative analysis. ● Discussion Questions: <ul style="list-style-type: none"> ○ How does the cultural collapse in <i>Things Fall Apart</i> reflect the displacement caused by climate change today?
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		<ul style="list-style-type: none"> ○ In what ways are the challenges faced by the Igbo people under colonial rule similar to the challenges faced by communities displaced by environmental crises? ○ How can the destruction of one's land—whether through colonialism or climate change—affect a community's identity and sense of belonging? <p>Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> ● Prompt: <i>In both Things Fall Apart and the modern world, how does the loss of land and displacement of communities lead to a loss of cultural identity? What steps can be taken to protect communities from the negative impacts of climate change today?</i> <p>Homework Assignment:</p> <ul style="list-style-type: none"> ● Write a short response (1-2 paragraphs) to the following question: <i>How does Achebe's depiction of cultural collapse in Things Fall Apart connect to the challenges faced by communities affected by climate change today? How might climate change be considered a form of modern-day "colonialism," affecting the most vulnerable populations?</i> <p>Assessment:</p> <ul style="list-style-type: none"> ● Participation in group discussions and completion of the comparative analysis chart. ● Exit ticket responses. ● Homework reflection on the connections between cultural collapse and climate displacement. <p>Differentiation:</p> <ul style="list-style-type: none"> ● For struggling students: Provide additional scaffolding with guided questions or assign specific excerpts from <i>Things Fall Apart</i> for close reading.
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		<ul style="list-style-type: none"> For advanced students: Encourage them to research specific communities affected by climate change and present their findings to the class, drawing deeper connections between cultural and environmental issues. <p>Extension:</p> <ul style="list-style-type: none"> Students could research a specific case of climate-induced displacement (e.g., Pacific Island nations, sub-Saharan Africa) and create a multimedia presentation comparing it to the displacement in <i>Things Fall Apart</i>.
Unit 3	RI.CT.11-12.8 W.WR.11-12.5 SL.UM.11-12.5	<p>Lesson Title: Environmental Forces and Personal Resilience: Connecting <i>Their Eyes Were Watching God</i> to Climate Change</p> <p>Grade Level: 12th Grade English Duration: 1-2 class periods (60-90 minutes per class)</p> <p>This lesson encourages students to connect the themes of nature’s power and human resilience in <i>Their Eyes Were Watching God</i> to the real-world consequences of climate change. By analyzing the hurricane scene and exploring how climate change disproportionately affects marginalized populations, students develop a deeper understanding of both the novel’s themes and contemporary global challenges.</p> <p>Lesson Objectives:</p> <ul style="list-style-type: none"> Students will be able to analyze themes of nature’s power and human resilience in <i>Their Eyes Were Watching God</i> by Zora Neale Hurston and draw connections to contemporary issues of climate change, focusing on how environmental forces shape personal and community experiences. Students will be able to explore how nature acts as both a literal and symbolic force in Hurston’s novel, paralleling the impact of climate change on

		<p>vulnerable communities today.</p> <ul style="list-style-type: none"> Students will be able to examine how natural disasters, particularly in marginalized communities, reveal broader issues of inequality, vulnerability, and survival in both the novel and current global contexts. <p>Materials:</p> <ul style="list-style-type: none"> Text: Excerpts from <i>Their Eyes Were Watching God</i> by Zora Neale Hurston (focus on Chapter 18, the hurricane scene). Articles on Climate Change and Natural Disasters: <ul style="list-style-type: none"> Example: "How Climate Change is Increasing the Frequency and Intensity of Natural Disasters" (article discussing the link between climate change and extreme weather). "Environmental Injustice and Climate Change" (article on how climate change disproportionately affects marginalized communities). Documentary Clip: Short video on the impact of hurricanes or other extreme weather events on coastal communities, particularly in the Global South or historically marginalized regions. Graphic Organizer: Venn diagram or thematic comparison chart. Projector/Smartboard: To display key points or videos. <p>Lesson Plan:</p> <p>Do Now (10 minutes)</p> <ul style="list-style-type: none"> Prompt: Display the following question on the board: <i>In Their Eyes Were Watching God, how does nature (especially the hurricane) affect Janie's journey and the lives of the people around her? How does it symbolize larger forces beyond human control?</i> <ul style="list-style-type: none"> Students write a brief response in their journals (3-5 minutes), then share with a partner. Call on a few students to share their thoughts with the class, guiding them to consider nature's role as both a destructive and
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		<p>transformative force in the novel.</p> <p>Introduction to the Lesson (10 minutes)</p> <ul style="list-style-type: none"> • Teacher Explanation: <ul style="list-style-type: none"> ◦ Review the key themes in <i>Their Eyes Were Watching God</i>, focusing on the hurricane as a climactic moment in the novel. Emphasize how Hurston uses natural forces (the storm, floodwaters, and the Everglades environment) to highlight Janie’s internal struggles and the broader societal issues faced by the characters. ◦ Transition to a discussion on climate change and how it is causing an increase in the frequency and intensity of natural disasters, such as hurricanes, floods, and droughts. Explain that, like in the novel, today’s environmental disasters disproportionately impact vulnerable communities, leading to loss of life, displacement, and destruction of homes. ◦ Preview the lesson’s goal: drawing parallels between the hurricane in <i>Their Eyes Were Watching God</i> and the real-world consequences of climate change on marginalized populations today. <p>Close Reading: <i>Their Eyes Were Watching God</i> Hurricane Scene (15 minutes)</p> <ul style="list-style-type: none"> • Distribute or project the passage from Chapter 18, where Janie, Tea Cake, and others confront the hurricane. Encourage students to pay attention to: <ul style="list-style-type: none"> ◦ How Hurston personifies nature and the storm. ◦ The symbolic significance of the hurricane in Janie’s life and her relationship with Tea Cake. ◦ The broader implications of nature’s uncontrollable power on the lives of the characters. • Guided Reading Questions: <ul style="list-style-type: none"> ◦ How does the hurricane in <i>Their Eyes Were Watching God</i> represent more than just a natural disaster? What does it symbolize about Janie’s personal journey? ◦ What is Hurston saying about human beings’ relationship to nature?
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		<p>Are they powerless, or do they show resilience in the face of environmental destruction?</p> <ul style="list-style-type: none"> ○ How do the characters' responses to the hurricane reflect their social, economic, and racial statuses? <p>Connection to Climate Change and Natural Disasters (20 minutes)</p> <ul style="list-style-type: none"> ● Mini-Lecture: Provide an overview of how climate change is leading to more frequent and severe natural disasters, especially in vulnerable regions. Highlight key points such as: <ul style="list-style-type: none"> ○ The role of climate change in intensifying hurricanes, floods, and droughts. ○ How marginalized communities—often poor, rural, and people of color—are disproportionately affected by these disasters, much like Janie and her community in <i>Their Eyes Were Watching God</i>. ○ How these communities often lack the resources to recover from such disasters, leading to long-term displacement, loss of homes, and economic hardship. ● Show a short documentary clip (e.g., from National Geographic or the UN) on the impact of hurricanes or other extreme weather events, focusing on their effects on vulnerable coastal communities. ● Distribute an article or infographic that discusses the intersection of climate change, natural disasters, and environmental justice, focusing on how climate change disproportionately affects marginalized communities. <p>Small Group Work: Thematic Comparison (20 minutes)</p> <ul style="list-style-type: none"> ● Divide students into small groups. Provide them with a graphic organizer (Venn diagram or thematic comparison chart) to compare the portrayal of the hurricane in <i>Their Eyes Were Watching God</i> with the impact of real-world climate disasters. <ul style="list-style-type: none"> ○ Chart Prompts: <ul style="list-style-type: none"> ■ What role does the hurricane play in Janie's life and the lives of those in her community?
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		<ul style="list-style-type: none"> ■ How do real-world hurricanes, exacerbated by climate change, similarly impact marginalized communities? ■ How do both natural disasters (in the novel and in the real world) reveal underlying social inequalities, such as access to resources, safety, and recovery support? ○ Example Questions for Comparison: <ul style="list-style-type: none"> ■ How does the hurricane in <i>Their Eyes Were Watching God</i> disrupt the characters' lives physically, emotionally, and economically? ■ In what ways do modern-day climate disasters disproportionately impact low-income and marginalized communities? ■ How do Janie and Tea Cake's responses to the hurricane reflect resilience, and how is this mirrored in communities today facing climate-induced crises? <p>Class Discussion and Share Out (15 minutes)</p> <ul style="list-style-type: none"> ● Have each group share their findings from their thematic comparison. ● Discussion Questions: <ul style="list-style-type: none"> ○ How does Hurston use nature, particularly the hurricane, to comment on human vulnerability and resilience? ○ In what ways are the challenges faced by Janie and Tea Cake similar to the challenges faced by communities dealing with climate change today? ○ How do natural disasters, whether in fiction or in real life, often expose existing social and economic inequalities? ○ What does Hurston suggest about the human capacity for survival in the face of uncontrollable environmental forces, and how does this relate to communities dealing with climate change now? <p>Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> ● Prompt:
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		<ul style="list-style-type: none"> • <i>In both Their Eyes Were Watching God and the real world, natural disasters are often forces that reshape lives and expose social vulnerabilities. How does climate change act as a modern parallel to the destructive forces of nature in Hurston's novel?</i> <p>Homework Assignment:</p> <ul style="list-style-type: none"> • Write a short response (1-2 paragraphs) to the following question: <i>In what ways do natural disasters, whether depicted in Their Eyes Were Watching God or caused by climate change today, reveal underlying issues of inequality and marginalization? How can communities build resilience in the face of such environmental challenges?</i> <p>Assessment:</p> <ul style="list-style-type: none"> • Participation in group discussions and completion of the thematic comparison chart. • Exit ticket responses. • Homework reflection on the connections between natural disasters and climate change. <p>Differentiation:</p> <ul style="list-style-type: none"> • For struggling students: Provide guided questions to help them focus on key moments in the hurricane scene and offer sentence starters for the comparison chart. • For advanced students: Encourage them to research how specific modern-day communities have responded to climate disasters and compare this to the resilience shown by Janie and Tea Cake in the novel. <p>Extension:</p> <ul style="list-style-type: none"> • Students could research a specific case of climate disaster (e.g., Hurricane Katrina, Typhoon Haiyan) and create a presentation on how it impacted
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		marginalized communities, drawing deeper connections between environmental justice and literature.
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