

# **ENGLISH III: AMERICAN LITERATURE AND COMPOSITION GRADE 11**

EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

Board Approval Date: <u>September 23, 2024</u>	Dr. David Gentile
Produced by: Sara Graja, District Supervisor	Superintendent
Melissa Ginsburg, Teacher	

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

	<u>Page</u>
Program Description	1
Unit 1: Eras in American Literature and the Connection to American History	2
Unit 2: Research Simulation Tasks, Literary Analysis Tasks and Writing Across Multiple Sources	12
Unit 3: Informational, Explanatory or Expository Writing	17
Unit 4: Argument Writing	21
Sample Standards Integration	26
Appendix A: Teacher Resources	27
Appendix B: Suggested Climate Change Integration	30

## **Program Description**

Students enrolled in Grades 9-12 in The Ewing Public Schools are required to take four years of English Language Arts. The English curriculum requires that students work toward College and Career Readiness with the support and guidance of a highly-qualified teaching staff and English classes are tiered so the skills necessary for students to be successful beyond high school progress from English I through English IV in a structured way. The three goals for our secondary English program are the following: 1) to help students read and comprehend grade level texts independently, 2) to assist students with text-based thinking and writing and 3) to empower students with a love of reading.

Within all English courses, students read fictional works of literature and informational texts, often considering how one text supports or refutes another; a thematic approach to reading and writing allows students to make these connections. Students write daily; the purpose of student writing is for them to inform, argue, analyze, express or entertain an audience. They work to make sense of literature or information by continually reading, thinking and discussing big ideas. Students read and write daily, sometimes with teacher support, often independently.

### **Scope and Sequence for Units of Study:**

Course Instructional Time: 87 minutes 5 days per week for one semester  
Specific pacing information is included within each unit of study for Grades 9-12.

**English III: American Literature and Composition**  
**Unit 1: Eras in American Literature and the Connection to American History (67 days, see below)**

**Why Is This Unit Important?**

Viewing American literature through the eyes of an historian helps a reader to make connections between a specific time period, major events or shifts of that time period, and the works that are highlighted to reflect the culture of the time period. Making such connections helps a reader to more fully understand how literature can be used to reflect culture, growth, challenge, and development, all as a reflection of an historical time period. In order for students to truly gain an understanding of how our nation came to be, it is imperative they fully comprehend the culture and experiences of its earliest inhabitants and understand the changes that have taken place in America, as evidenced through the literature of significant time periods. The eras discussed during this unit of study are:

Literature of Early America: Beginnings to 1750 (4 days)  
Early National Literature: 1750 – 1800 (4 days)  
Nineteenth-Century Literature: 1800 – 1870 (7 days)  
Age of Realism: 1850 – 1914 (7 days)  
The Modern Age: 1914 – 1946 (20 days)  
The Contemporary Period: 1946 – Present (25 days)

The Big Ideas embedded in this unit of study are:

- Works are often written to reflect major changes or shifts in a society or among a people; this is evident when connecting time periods in American history to the literature of each era.
- Writers use literature to communicate or persuade readers, often focusing on issues of religion, politics, or overcoming oppression.
- Common themes overlap works of literature; themes that extend across literary eras must be discussed as they relate to the events or issues evident during each specific era in question.
- Nonfiction works such as speeches or pamphlets must be analyzed to determine purpose and theme based upon the social, political, economic, and religious context in which they were originally written and/or presented.
- In literature as in society, America's strength lies in its diversity.

**Enduring Understandings:**

- Works of literature reflect events occurring in a society at the time when they are written.
- Reading works of American literature through an historical lens will allow a reader to gain a stronger understanding of societal, economic, political, or religious changes to and shifts in American culture.
- All literature is rooted in culture.

- Many modern stories use ideas from past stories as a focus; common themes extend across genres and across literary eras.
- When comparing works across eras, it is imperative that a reader consider the context in which each work was written to fully understand the theme.
- Nonfiction works such as biographical or autobiographical pieces, speeches, or pamphlets reflect an individual's or group's personal thoughts and/or experiences at a particular time in history.

### **Essential Questions:**

- Why is it important to reflect upon an historical time period by analyzing the writings of that time period?
- What makes reading literature of a time period different from reading a nonfiction account of the time?
- How is culture defined?
- What has helped define American culture?
- Where do people get their beliefs?
- How are beliefs passed from one generation to another?
- What is the oral tradition?
- How does one identify theme when it is not explicitly stated?

### **Acquired Knowledge:**

- Reading works of literature, both fiction and nonfiction, help one to understand an historical time period more thoroughly because they provide a personal insight into social, political, economic, and religious events of the time.
- "Culture consists of the beliefs, behaviors, objects, and other characteristics common to the members of a particular group or society. Through culture, people and groups define themselves, conform to society's shared values, and contribute to society. Thus, culture includes many societal aspects: language, customs, values, norms, mores, rules, tools, technologies, products, organizations, and institutions" (Culture and Societies Online).
- The diversity for which America is known is also evidenced when reading American literature.
- Many works of literature share common themes, which must be inferred from information provided in the text.
- Common themes can extend across literary eras, but it is imperative to review and evaluate a theme based upon the historical and societal context in which it was written.

**Acquired Skills:**

- Read works of literature from six different American literary eras: Literature of Early America, Early National Literature, Nineteenth-Century Literature, Age of Realism, the Modern Age, and the Contemporary Period.
- Extrapolate key literary elements and explain how changing one element would result in changes for the remaining elements (i.e. a different setting, a different antagonist, a different decision made mid-story, etc.)
- Analyze the writer's use of figurative language and literary devices
- Examine the style, tone, mood, and form of literary works from varying time periods and discuss what the writing says about the era's writers.
- Connect works of literature, both fiction and nonfiction, to social, historical, political, and/or religious events that occurred in America at the time when the work was originally written.
- Explain what a work says or tells about the culture it represents in the time period when it was written.
- Compare works from different authors from different cultures, ethnicities, or races that were written during the same time period and explain what it says about differences between groups at the time when it was written.
- Compare works that share a common theme, from within the same time period or across time periods, and explain what it tells about the era(s).

**Assessments: Suggested assessments, but not limited to those listed****Formative:**

- Journal writing (response journal, reflective journal, character journal, etc.)
- Class Discussions

**Summative:**

- Original writings mimicking the style of a particular time period (i.e. religious influence of the early Americans, fragmentation of the Modernists, etc.)
- Tests or quizzes including written responses to text-based questions
- Essay writing

**Benchmark:**

- Research simulation tasks or literary analysis tasks that require students to compare concepts, topics, or themes across sources

**Instructional Materials are Organized by Literary Era****\*Literature of Early America (Beginnings to 1750)**

In order for students to truly gain an understanding of how our nation came to be, it is imperative they fully comprehend the culture and experiences of its earliest inhabitants. Therefore, this unit includes a study of Native American original myths, narrative accounts of the Puritan settlers, as well as their poetry and significant sermons of the era. Each of these elements is integral as they each contributed to the establishment of the American we live in today.

**Core Instructional Materials:**

- *Collections* (Houghton Mifflin Harcourt, 2017)
  - Unit 1: Coming to America
    - *from* Of Plymouth Plantation (Bradford)
    - *from* The General History of Virginia (Smith)
    - The Tempest (Shakespeare)
    - “Blaxicans” and Other Reinvented Americans (Rodriguez)
    - Mother Tongue (Tan)
- *The American Experience* (Pearson/Prentice Hall, 2007)
  - *from* The Navajo Origin Legend
  - A Journey through Texas (de Vaca)
  - Boulders Taller than the Great Tower of Seville (de Cardenas)
  - To My Dear and Loving Husband (Bradstreet)
  - Sinners in the Hands of an Angry God (Edwards)

**\*Early National Literature (1750 – 1800)**

The fight of the colonists to gain independence from England was documented in the literature from this time period. Much of the writing was autobiographical and took the form of speeches or pamphlets. America’s promise of a new birth of freedom, however, existed side by side with the dehumanizing institution of slavery. Thus, this unit of study includes readings that capture the colonists’ voices for freedom, speeches that extolled the nation’s founding ideals of life, liberty, and the pursuit of happiness, and literary works that describe the slave trade that contradicted to the colonists’ fight for freedom.

**Core Instructional Materials:**

- *Collections* (Houghton Mifflin Harcourt, 2017)
  - Unit 2: Building a Democracy
    - *from* The Declaration of Independence (Jefferson)
    - *from* The United States Constitution
    - The Federalist No. 10 (Madison)
    - Abigail Adams’ Last Act of Defiance (Holton)
    - On Being Brought from Africa to America (Wheatly)
    - Patrick Henry: Voice of Liberty (Video)
- *The American Experience* (Pearson/Prentice Hall, 2007)
  - *from* The Autobiography” and “from Poor Richard’s Almanack (Franklin)

- An Hymn to the Evening and To His Excellency, General Washington (Wheatley)
- *Speech in the Virginia Convention* (Henry)

### **\*Nineteenth-Century Literature (1800 – 1870)**

By 1870, industrialism, explosive population and economic growth, and the Civil War had all aged the nation's spirit; American literature matured during this time as well. As America expanded west, so too, did American literature, and advances in technology spirited social change. The writers of this period would define the American voice—personal, idiosyncratic, bold—the primary theme of most works was the quest of the individual to define him- or herself. The Romantics and Transcendentalists evolved from this time period in American literature. Thus, the readings in this unit include writings by Romantic authors, who elevated imagination over reason and intuition over fact, as well as works by Transcendentalists, who wrote literature that merged philosophy with religion and felt that the most fundamental truths lie outside the experience of the senses.

#### **Core Instructional Materials:**

- *Collections* (Houghton Mifflin Harcourt, 2017)
  - Unit 3: The Individual and Society
    - *from* Walden (Thoreau)
    - *from* Self-Reliance (Emerson)
    - The Minister's Black Veil (Hawthorne)
    - Poems by Emily Dickinson
    - The Pit and the Pendulum (Poe)
- *The American Experience* (Pearson/Prentice Hall, 2007)
  - The Devil and Tom Walker (Irving)
  - The Tide Rises, The Tide Falls (Longfellow)
  - Thanatopsis (Bryant)
  - The Fall of the House of Usher and The Raven (Poe)
  - *from* Self-Reliance and Concord Hymn (Emerson)
- Core Books
  - *The Scarlet Letter* (Hawthorne)

### **\*Age of Realism (1850 – 1914)**

In the fifty years after the Civil War, physical expansion and industrialization transformed the American landscape, economy, society, and identity; this also created new extremes of wealth and poverty. And just as it dominated politics and preoccupied the nation, the controversy over slavery influenced the literature of the day. Women, African Americans, and workers agitated for change in their social, economic, and political status. Thus, the works studied during this unit include



wartime voices, the Black spiritual, Frontier voices, Naturalism, and literature of discontent.

**Core Instructional Materials:**

- Collections (Houghton Mifflin Harcourt, 2017)
  - Unit 4: A New Birth of Freedom
    - Second Inaugural Address (Lincoln)
    - The Emancipation Proclamation (Lincoln)
    - What to the Slave is the Fourth of July (Douglass)
    - Building the Transcontinental Railroad (Chang)
- *The American Experience* (Pearson/Prentice Hall, 2007)
  - An Episode of War (Crane)
  - Willie Has Gone to War (Foster and Cooper)
  - Swing Low, Sweet Chariot
  - *from* My Bondage and My Freedom (Douglass)
  - *The Gettysburg Address* and *Emancipation Proclamation* (Lincoln)
  - An Account of an Experience with Discrimination (Truth)
  - *from* Life on the Mississippi by Mark Twain
  - To Build a Fire (London)
  - The Story of an Hour (Chopin)
- Core Books
  - *The Adventures of Huckleberry Finn* (Twain)
  - *Spoon River Anthology* (Masters)

**\*The Modern Age (1914 – 1946)**

The America that entered the twentieth century was a nation achieving world dominance while simultaneously losing some of its youthful innocence and brash confidence. Two world wars, a dizzying decade of prosperity, a devastating worldwide depression, and a renaissance in the small New York town of Harlem mark this era. With these events came a new age American literature, one of artistic experimentation and lasting literary achievement. The Modernists sought to capture the essence of modern life in both the form and content of their work, and they dramatically altered the complexion of American literature; proof of this acclaim is the number of Americans who won the Nobel Prize for Literature. Thus, this unit of study will include works that highlight the troubled times of the era as well as those that highlight the changes in American literature.

**Core Instructional Materials:**

- Collections (Houghton Mifflin Harcourt, 2017)

- Unit 5: The Age of Realism
  - To Build a Fire (London)
  - *from* The Jungle (Sinclair)
  - The Lowest Animal (Twain)
  - The Story of an Hour (Chopin)
- *The American Experience* (Pearson/Prentice Hall, 2007)
  - The Great Figure (Williams)
  - Winter Dreams (Fitzgerald)
  - The Turtle *from* *The Grapes of Wrath* (Steinbeck)
  - In Another Country (Hemingway)
  - Ambush (O'Brien)
  - A Rose for Emily and *Nobel Prize Acceptance Speech* (Faulkner)
  - Stopping by Woods on a Snowy Evening and Acquainted With the Night (Frost)
- Core Books
  - *The Great Gatsby* (Fitzgerald)
  - *A Farewell to Arms* (Hemingway)
  - \* *Of Mice and Men* (Steinbeck) - required text
  - *Black Boy* (Wright)

### **\*Contemporary Period (1946 – Present)**

The years from the end of World War II to the present have been a time of change. Great strides have been made in civil rights and women's rights. These changes and others have had an effect on American literature. The turbulence of contemporary times has contributed to the development of Postmodernism, where some writers explore new literary forms and techniques (i.e. dialogue alone, blending fiction and nonfiction, experimenting with the physical appearance of their work) while others focus on capturing contemporary life, addressing the impersonal and commercial nature of today's world. The writers of the Contemporary Period are proving that in literature as in society, America's strength lies in its diversity. The readings in this unit will reflect such diversity in an ever-changing world.

### **Core Instructional Materials:**

- Collections (Houghton Mifflin Harcourt, 2017)
  - Unit 6: The Modern World
    - Winter Dreams (Fitzgerald)

- How It Feels to be Colored Me (Hurstons)
- Mending Wall and The Death of the Hired Man (Frost)
- The Crucible (Miller) – required text
- Tinker vs. Des Moines Independent Community School District (Supreme Court of the United States)
- *The American Experience* (Pearson/Prentice Hall, 2007)
  - Everyday Use (Walker)
  - Hunger in New York City (Ortiz)
  - What For (Hongo)
  - Loneliness...An American Malady (McCullers)
  - Straw Into Gold: The Metamorphosis of the Everyday (Cisneros)
  - *from* Hiroshima (Hersey)
  - Mirror (Plath)
  - *Inaugural Address* (Kennedy)
  - *from* Letter from Birmingham City Jail (King)
  - Camouflaging the Chimera (Komunyakaa)
- Core Books
  - *I Know Why the Caged Bird Sings* (Angelou)
  - \**A Raisin in the Sun* (Hansberry) – required text
  - *The Secret Life of Bees* (Kidd)
  - *The Night Thoreau Spent in Jail* (Lawrence)
  - *Death of a Salesman* (Miller)
  - *Catcher in the Rye* (Salinger)
  - *Fences* (Wilson)
  - *Piano Lesson* (Wilson)

\*Much of the description highlighted here is from *The American Experience* (Prentice Hall, 2007).

### **Interdisciplinary Connections:**

- See appendix for possible lessons that build students' understanding on climate change.

- All of the units included in this study of literary eras will connect to American history. One objective of this study is to look at literature through an historical lens, so the cross-content reading and writing is embedded.
- Studying the technological advances that have influenced American society would be an interesting way to include scientific study within the units presented here.
- When studying American history, the arts can be presented to show a visual representation of a particular event, time period, etc.

**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 11. Please note you have editing access to add any relevant climate change lessons that you implement in your classrooms.

### **Technology Connections:**

- Websites such as [Docs Teach](#) provide primary and secondary source documents that can be infused to build historical background for all literary years of study
- [American Literature Association](#): A coalition of Societies Devoted to the Study of American Authors, Princeton University
- [Washington State University's American Literature](#) information
- [The Cambridge History of English and American Literature](#): Great Books Online

### **Accommodations or Modifications:**

- Utilizing graphic organizers while reading will assist student in focusing on what the teacher feels is key information. Dependent readers often struggle with what is "important," so providing a graphic organizer helps them to focus. Differentiating graphic organizers holds all students accountable for extrapolating key information from a text but provides flexibility for the teacher, allowing him/her to meet the diverse needs of students within a classroom.
- Many of the suggested readings and required titles are available on audio CD or eBook download. Providing such resources allows auditory learners the ability to learn within their preferred learning style. It is important to note that an audio recording is not intended to replace reading the work, rather as an additional support for students.
- Video versions of literature read in class (i.e. *The Crucible*, *A Raisin in the Sun*) can be used to support struggling readers or to help students learn the

strategy of visualization when reading. It is important to note that a video is not intended to replace reading the work, rather as an additional support for students.

- Teachers can adopt and utilize different versions of the same text and can differentiate the reading materials to meet students' need.
- Differentiated class assignments will help to meet the needs of various learners.

### **Applicable New Jersey Student Learning Standards (2023).**

- Language Domain:
  - L.SS.9–11-12.1, L.KL.11-12.2, LVL.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, RI.CT.11-12.8
- Writing Domain:
  - W.AW.11-12.1, W.IW.11-12.2, W.NW.11-12.3, 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, SL.AS.11-12.6

**Unit 2: Research Simulation Tasks, Literary Analysis Tasks, and  
Writing across Multiple Sources  
(Pacing – 20 Days; some are embedded within Unit 1: Eras in American  
Literature)**

**Why Is This Unit Important?**

Synthesizing information from a variety of different sources, connecting research to literature, and supporting a thesis with details written in one's own words or cited from its original source are essential skills in reading and writing. The Big Ideas included in this unit of study are:

- A clearly written thesis statement will convey the main idea of an essay or research paper.
- Details extrapolated from different sources and from different kinds of sources (i.e. books, databases, literary criticism, videos, radio addresses, speeches, websites, etc.) must be used to support a thesis statement; synthesis of information from a variety of sources is key.
- Details obtained when reading an informational text may provide insight into the analysis of a particular work or an author's body of work.
- Providing in-text or parenthetical citations for newly acquired information obtained through research is necessary to avoid the accusation of *plagiarism*.
- A works cited page is recommended to provide a source list when a research paper is completed.
- Writing a narrative, argumentative, or informational essay including information synthesized from multiple sources is a skill that will carry a student through high school and into college.

**Enduring Understandings:**

- A research simulation task (RST) requires that students synthesize information across informational sources and respond to a text-based question using evidence from multiple sources. A literary analysis task (LAT) requires the same cross-source writing, but it involves works of fiction rather than works of information.
- The main idea of an entire RST or LAT must be summarized in one sentence; this is called the thesis statement. The remainder of the research paper must provide support for this statement.
- Primary sources (i.e. speech, interview) differ from secondary sources (i.e. biography, book, informational video) in that primary sources were created during the time under study while secondary sources interpret or analyze primary sources. Each has value, but each must be considered and used differently.
- Plagiarism, also known as literary theft, is defined by Merriam-Webster in the following way: to steal and pass off (the ideas or words of another) as one's own; to use (another's production) without crediting the source.

- In-text or parenthetical citations are used to credit an original writer for his or her words or thoughts. Such citations must connect to works listed on a works cited page.
- MLA and APA styles are commonly used to document sources and citations at post-secondary institutions and within the world of work.

### **Essential Questions:**

- How does one summarize the thoughts presented in an entire research paper in only one sentence?
- What is the benefit of a primary source over a secondary source or vice versa?
- How do you utilize secondary sources to support a literary analysis?
- Do writers use personal experiences as inspiration for their writing?
- What impact does the historical and/or social context surrounding a work of literature have on the work itself?
- How is plagiarism of literary works similar to copyright infringement related to music lyrics?
- When would one use APA format instead of MLA format when writing a research paper?

### **Acquired Knowledge:**

- The key ideas presented in an RST or LAT must clearly connect to and support the thesis statement.
- The thesis statement must be supported with the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples.
- Details to support the thesis must be synthesized from multiple print and digital sources, all of which are credible and accurate.
- Complex ideas, concepts, and information must be organized so each idea builds upon that which precedes it to create a unified whole (including formatting).
- Primary and secondary sources must be used to obtain information that will help a reader to more thoroughly understand the life of a writer, the times in which an author lived and wrote, and the work that a writer produced.
- The historical and social contexts surrounding a work of literature influence the meaning of the writing.
- A works cited page and note cards help a writer to organize notes and sources in order to organize the paper and avoid plagiarism.
- Precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy help the writer to manage the complexity of a subject.
- It is necessary to sustain a formal style and objective tone while managing the complexity of the research topic.
- Avoid plagiarism by following MLA or APA format for citations (i.e. parenthetical citations and a works cited page).
- The conclusion of the research essay or term paper must flow logically from the information presented or explanation provided.

## **Acquired Skills:**

- Craft a thesis statement that identifies the main idea of the paper and is supported by all ideas and details presented in the paper
- Utilize the most significant and relevant facts, extended definitions, concrete details, quotations, and other examples to support the thesis statement
- Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source, and quote or paraphrase the information.
- Differentiate between primary and secondary sources, using each kind of source appropriately, to support a literary analysis
- Synthesize information related to the life of an American author, the historical events that occurred in his/her lifetime, and the social context in which he/she lived and make connections between that research and a specific work of literature written by the author
- Quote or paraphrase data and conclusions obtained through research and provide explanations in one's own wording
- Utilize note cards and a works cited page when conducting research and taking notes
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy as an aide in managing the complexity of the writing
- Maintain a formal, objective style and tone throughout the writing
- Include parenthetical citations that connect to a works cited page, both following MLA format
- Draft a conclusion section that flows logically from the information and explanations presented in the research essay or term paper
- Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft

## **Assessments: Suggested assessments, but not limited to those listed**

### Formative:

- Graphic organizers such as Cornell Notes, outlines, etc.
- Teacher conferences, observations, and anecdotal notes
- Self-editing, peer-editing, or teacher-feedback sheets

### Summative:

- Completion of a research based-essay, using Scoring Rubric for Prose  
Constructed Response Items: Research

### Benchmark:

- RSTs or LATs embedded into the reading units of study in this curriculum



### Core Instructional Materials:

- RSTs and LATs embedded into the Collections units of study
- Graphic organizers such as Cornell Note sheets or outlines
- MLA Handbook
- Citation Samples
- Self, peer, and teacher revising and editing checklists
- [Question-specific RST or LAT rubric](#), to be distributed at the beginning of the assignment so students are aware of expectations

### Supplemental Instructional Resources:

- Research materials including online resources, district databases, books, and videos
  - NOTE: It is recommended that English teachers involve the Media Specialist during the research process.

### Interdisciplinary Connections:

- When researching the life of an American author or the historical and social context in which a work was written, students will make connections to learning and discussion from history classes.
- Informational texts, especially primary source documents from American history, will be helpful to build background knowledge for some literary works (e.g., *The Crucible*; *The Great Gatsby*; *A Raisin in the Sun*)

### Technology Connections:

- Online resources and district databases to conduct research
- Videos to add research opportunities for visual learners
- Websites such as [Docs Teach](#) provide primary and secondary source documents that can be infused into all three thematic units of study.
- Released RST and LAT prompts and proficient student responses from the [NJGPA assessment](#)
- Students can draft, revise and edit, peer review, and publish within Google Drive
- Websites such as [Easy Bib](#) and [Works Cited for You](#) help students to format a works cited page by asking them to key information into blanks.
- Websites such as [StudyGuide.org](#) and the [Purdue Online Writing Lab](#) provide links to help students see samples of parenthetical citations as well as works cited pages.

### Accommodations or Modifications:

- Using graphic organizers such as blank outlines, note cards, or works cited organizers will help students to focus on the correct information and will ultimately help them to organize their research paper.

- Teachers can differentiate the number of works required for the analysis (i.e. one work, a novel and a poem, or a two full-length works) or they can provide some of the sources and differentiate their expectations related to students obtaining their own reliable, relevant, unbiased sources
- Exemplary research essays or essay templates provide support for struggling readers and writers. Providing exemplary benchmarks is a best practice that helps students to more thoroughly understand expectations and provides a model for them to use as a guide.
- Individual teacher conferences enable a teacher to provide specific feedback to students; doing so supports the struggling writer while challenging the gifted writer.

### **Applicable New Jersey Student Learning Standards (2023)**

- Language Domain:
  - L.SS.11-12.1, L.KL.9-10.2, LVL.9-10.3, 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.NW.11-12.3, 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.II.11-12.2, SL. ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5

### **Unit 3: Informational, Explanatory, or Expository Writing (Pacing – 15 Days; some are embedded within Unit 1: Eras in American Literature)**

#### **Why is this unit important?**

This unit will focus on the craft of informational, explanatory, expository essay writing and will help students to develop the skills needed to effectively communicate with an audience. The purpose of informational/explanatory/expository essay writing is for the writer to synthesize information from primary and secondary sources and craft an essay that serves one of three purposes: 1) to increase a reader's knowledge of a subject, 2) to help a reader better understand a procedure or process, or 3) to provide a reader with an enhanced comprehension of a concept. The Big Ideas embedded through this unit are:

- The main idea or central focus of the essay must be clearly articulated in the thesis, and that thesis must be supported with facts obtained from reliable and unbiased sources.
- Thoughts presented in the essay must be organized logically and coherently; transitions must be smooth and must occur naturally.
- A writer's selection of words is one of the most important factors he/she must consider when writing; precision of language and use of domain-specific vocabulary are essential with informational writing.
- Strong essays must meet certain criteria (i.e. the opening and closing are evident, main idea is clearly expressed and is supported with specific details, word choice is powerful and language is skillfully used, voice is clear and powerful, sentence structure is used correctly, a consistent verb tense is maintained throughout a piece, and Standard English is used effectively) to be considered proficient.
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, voice, word choice, sentence structure, and the conventions of writing.

#### **Enduring Understandings:**

- A topic must be supported using the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic, all obtained from reliable and unbiased sources.
- The information must be organized so each new piece of information builds on the last, creating a unified and coherent whole.
- When drafting an informational piece, a writer must attend to task, purpose, and audience and must maintain an appropriate style and tone.
- A writer's voice and word choice must be passionate and powerful so his/her message is clearly conveyed.

- Writing is never “done” and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

### **Essential Questions:**

- What is the purpose of informational/explanatory/expository writing?
- What differentiates essay writing from other forms of writing (i.e. narrative, prose or poetry, memoir etc.)?
- How does a writer support his or her thoughts without repeating himself or herself? How does one use support to strengthen a work?
- What makes a source more “reliable” than another?
- Why is it important to consider audience and purpose when organizing one’s writing?
- What does the literary term *voice* mean? How does one include *voice* in his or her writing?
- Why is vivid and precise use of language so important?
- What is *Standard English* and why is it important to use *Standard English* in academic writing?

### **Acquired Knowledge:**

- The author’s purpose with informational/explanatory/expository writing is to provide information to a reader that increases his/her knowledge, help him or her to better understand a process or procedure, or provide a reader with an enhanced understanding of a concept.
- Specific evidence must take the form of facts, statistics, quotes, or details and must be obtained from reliable, unbiased sources. The information presented must be the most significant and most relevant to the task at hand.
- Key ideas must be connected to the topic and must flow with varied transitions and syntax so major sections of the text are connected, relationships among complex ideas are clear, and the writing is cohesive.
- Precise language, domain-specific wording and technical wording will help to sustain a formal objective style that is straightforward and appropriate for a reader seeking information.
- A concluding paragraph or section must flow logically from the information or explanation provided, restate the main idea, and summarize key points, all without repeating what was already stated or introducing new information.

## **Acquired Skills:**

- Create a thoughtfully worded thesis that communicates the main idea of an informational essay
- Support a thesis with the most significant and appropriate, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples
- Evaluate sources for reliability and possible bias before deciding from which source to record information; use only reliable, credible, and unbiased sources
- Connect all key ideas to the topic and/or writing prompt utilizing transitions, thus clearly creating fluency and cohesion; each new idea must build upon those preceding it
- Utilize precise language, domain-specific wording, and technical wording (where appropriate) to communicate information in a formal, objective style and tone
- Include compositional risks (i.e. anecdote, rhetorical question, development of mood, etc.) that create a voice appropriate to the audience and purpose
- Draft a conclusion paragraph or section that flows logically from the information or explanation presented in the essay and effectively concludes thoughts presented in the work, all without repeating what was already stated or introducing new information
- Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft

## **Assessments: Suggested assessments, but not limited to those listed**

Formative:

- Teacher conference, observations, and anecdotal records
- Writer's notebook
- Self-editing, peer-editing, or teacher-editing checklists

Summative:

- Expository Essay, using Graphic Organizer

Benchmark:

- Completion of an informational writing task, using Informational Writing Rubric adapted from Collections, 2017 (benchmark)

Core Instructional Materials

- Text-specific prompts will be embedded into the literary era unit of study
- Graphic organizers

## **Interdisciplinary Connections:**

- Given the literature studied in this course, students will need to write using evidence specifically related to American history.
- Contemporary events that connect to historical or scientific topics also provide an opportunity for cross-content reading and writing.

### **Technology Connections:**

- Students can be provided time on the computer to research a particular topic
- District databases are available for students to ensure reliability of sources
- All student drafting, peer and self-revising and editing, teacher feedback, and publishing can be completed in Google Drive
- Historical videos or speeches can be used as informational sources

### **Accommodations or Modifications for Special Education, ESL, or Gifted Learners:**

- Essay topics can be differentiated based upon student interest, difficulty of interpretation, etc. Students can also be asked to choose a topic of interest to them as the focus of an expository essay.
- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child's individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and mentor texts must be provided so that students struggling with a concept or who are reluctant writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.
- Gifted writers and thinkers can be challenged to think beyond the literal by providing them with insightful, powerful, somewhat challenging quotes as the focus of explanatory essays. Students can also be given time to conduct research on the history, interpretation, and use of selected quotes.

### **Applicable New Jersey Student Learning Standards (2023):**

- Language Domain:
  - L.SS.11-12.1, L.KL.9-10.2, LVL.9-10.3, L.VI.11-12.4
- Reading Domain:
  - 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.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.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5

## **Unit 4: Argument Writing** **(Pacing – 15 Days; some are embedded within Unit 1: Eras in American Literature)**

### **Why Is This Unit Important?**

This unit will focus on the craft of argumentative essay writing and will help students to develop the skills needed to effectively persuade an audience. Topics presented for argumentative written responses may be based upon controversial issues, current events, or controversial topics that reveal themselves when reading the literature or informational texts assigned in class. The Big Ideas embedded through this unit are:

- The purpose of argument writing is for a writer to clearly and powerfully communicate his or her position to a reader and to support that position with factual information (i.e., history, scientific evidence, current events, information presented in literature) in order to support his/her argument.
- The ideas presented in the essay must support a clearly worded thesis (purpose).
- Strong essays must meet certain criteria including the following: the opening and closing are evident; main idea is clearly expressed in the thesis, is maintained throughout the essay, and is supported with specific details; word choice is powerful and language is skillfully used; voice is clear and powerful; sentence structure is used correctly; a consistent verb tense is maintained throughout a piece; and Standard English is used effectively.
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, voice, word choice, sentence structure, and the conventions of writing.

### **Enduring Understandings:**

- A thesis statement is the main claim that a writer is making (i.e., the argument) and is supporting throughout the essay.
- Support can take the form of definitions, details, or quotations, must be factual, and must be retrieved from a reliable source.
- It is important not only to develop the argument, but also to avoid logical fallacies and use sound reasoning when arguing against a counterclaim.
- A writer must be cognizant of task, purpose, and audience and must maintain an appropriate style and tone throughout the piece.
- A writer's selection of words is one of the most important factors he/she must consider when writing; knowledge of one's audience and precision of language are essential.
- A writer's voice must be passionate and powerful so his/her message is clearly conveyed.
- Writing is never "done" and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

**Essential Questions:**

- What is the purpose of argumentative essay writing? What differentiates argument writing from other forms of writing (i.e. informational, expository, narrative, speculative)?
- Why is it important to consider task, audience, and purpose when organizing one's writing?
- How can one utilize evidence from literature when supporting one's position in an argumentative piece?
- What does the literary term *voice* mean? How does one include *voice* in his or her writing?
- Why is vivid and precise use of language so important?
- What is *Standard English* and why is it important to use *Standard English* in academic writing?

**Acquired Knowledge:**

- To demonstrate a comprehensive understanding of the topic, one must support a claim with the most important information, sound reasoning and detailed, relevant, and sufficient evidence from the most reliable and credible sources.
- An effective argument not only acknowledges the opposing point of view, but also distinguishes it from the opposing claim and respectfully discredits it.
- Both claims and counterclaims must be presented fairly, evidence for each must be supplied, and strengths and limitations of both are necessary, all while avoiding common logical fallacies and propaganda devices.
- Predicting the audience's knowledge and level of concern is essential and must be addressed when presenting claims and counterclaims.
- Argument writing sustains a formal style and objective tone based solely on fact.
- The voice a writer projects in an argumentative piece must be passionate and convincing; the voice must match the purpose.
- A concluding paragraph or section must flow from the argument and end powerfully (i.e. call to action, symbolic ending, reconnection to the beginning, etc.).

**Acquired Skills:**

- Read informational texts within the 11-12 grade-band related to a topic or issue and determine a position based upon relevant facts from reliable sources
- Use credible sources when supporting a position, fully explain the relevance of both claims and counterclaims, and present a logical, detailed explanation of reasoning while avoiding common logical fallacies and propaganda devices



- Provide both claims and counterclaims, anticipating the level of knowledge and concerns of an audience and addressing such issues, culminating in an argument.
- Utilize transitions (e.g., words, phrases, clauses) to link major sections of the text and create cohesion while noting the differences between claims and counterclaims so the writer does not change “positions”
- Maintain an objective style and tone appropriate for the purpose and audience of the piece
- Write with a passionate, authentic, and convincing voice that is appropriate to purpose and audience
- Draft a conclusion paragraph or section that flows naturally from the argument, ends powerfully, and attempts to leave the reader thinking (i.e. call to action, symbolic ending, circular ending, etc.)
- Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft

### **Assessments: Suggested assessments, but not limited to those listed**

Formative:

- Graphic organizer such as a Roman Numeral outline
- Teacher conference, observations, and anecdotal records
- Writer’s notebook
- Self-editing, peer-editing, or teacher-editing checklists

Summative:

- Argument Writing Essay
- Development of a Podcast, Debate, or Mock Trial

Benchmark:

- Completion of an argument essay, using Argument Writing Rubric adapted from Collections, 2017

### **Core Instructional Materials:**

- Argument essays embedded into Unit 1: Eras in American Literature
- Argument essay prompts based upon paired texts not connected to literature from Unit 1
- Graphic organizers
- Self, peer, and teacher revising and editing checklists

### **Interdisciplinary Connections:**

- Argumentative essay prompts connect to topics that are presented in other content areas such as controversial topics or decisions from American history or controversial issues related to science or the social sciences.

- Social, political, or religious issues that arise when reading American literature can serve as the focus for additional cross-content reading.

### **Technology Connections:**

- Lessons and resources to help students develop evidence-based arguments are available on websites such as [Read Write Think](#) and [Achieve the Core](#)
- Websites such as [Docs Teach](#) provide primary and secondary source documents that can be infused into all three thematic units of study.
- District databases such as Facts on File: Issues and Controversies
- All student drafting, peer and self-revising and editing, teacher feedback, and publishing can be completed in Google Drive

### **Accommodations or Modifications for Special Education, ESL, or Gifted Learners:**

- Writing prompts can be differentiated based upon student interest, difficulty of content, etc. Students can also be asked to self-select the topic of their persuasive/argumentative essay, especially when initially introducing form and structure; providing choice has been shown to motivate reluctant writers.
- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child's individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and exemplary benchmarks must be provided so that students struggling with a concept or who are reluctant writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.
- Gifted writers and thinkers can be challenged to write about content-based persuasive or argumentative essays. This could potentially require gifted readers and writers to conduct research, read nonfiction texts, synthesize information, evaluate research for bias, form his/her own opinion, and then write a response in a structured way.

### **Applicable New Jersey Student Learning Standards (2023)**

- Language Domain:
  - L.SS.11-12.1, L.KL.9-10.2, LVL.9-10.3, L.VI.11-12.4
- Reading Domain:
  - 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.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7
- Speaking and Listening Domain:
  - SL.II.11-12.2, SL. ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5

## Sample Standards Integration:

### **21<sup>st</sup> Century Skills & Career Readiness Practices**

#### **CRP7. Employ valid and reliable research strategies.**

In unit 3, students utilize various research strategies to generate informational writing. Students will evaluate sources for their validity and reliability. Using data bases, primary and secondary sources, and online searches, students will gather information to support their thesis statement on a self-selected topic. Students will support a thesis with the most significant and appropriate, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. Additionally, students will evaluate sources for reliability and possible bias before deciding from which source to record information; use only reliable, credible, and unbiased sources.

### **Technology Integration**

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

Throughout the grade eleven English course students are producing multiple writing pieces across several genres. Work collected in the portfolio may also include Power Point Presentations and other types of assignments. Students keep all of their work in a digital portfolio for the duration of the course. Many teachers use Google classroom for students to maintain and edit their portfolio. Using this platform allows for students to share their work with teachers and other students. Students reflect on their work throughout the semester and keep reflections on their body of work in the portfolio.

### **Interdisciplinary Connection Social Studies:**

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.

In unit 1, students read a variety of texts categorized as early national literature (1750-1800). Students read selections from The Declaration of Independence and The United States Constitution, among other early nationalist literary works. Students assess why these pieces of work are as important to study in English, as they are to study in Social Studies. These major pieces of writing capture the colonists' voices for freedom, and founding ideals of life, liberty, and the pursuit of happiness.

## Appendix A: Teacher Resources

### ***Of Mice and Men***

Addressing Disabilities:

- [High School Teammates and Wrestlers "Carry On"](#)
- [Carry on 2 Dartanyon Crockett Leroy Sutton and Lis](#)
- [carry on video assignment](#)
  - Formal Essay:
    - [Three Types of Friendship.pdf](#)
    - [Of Mice and Men and "Carry On" Essay Prompt and Pre-writing](#)
    - [OMaM and Carry On Essay - FD Rubric](#)

Resources for a variety of lessons.

- <https://jwpblog.com/tag/of-mice-and-men/>
- <https://kempner.weebly.com/of-mice-and-men.html>
- <https://blogs.yis.ac.jp/hougha/unit-1-of-mice-and-men/>

### ***Raisin in the Sun/Fences*** AMISTAD

Excerpts from "Brown Girl Dreaming", Jacqueline Woodson

- [brown\\_girl\\_dreaming.pdf](#)

Short stories by Jason Reynolds [NOT "Long Way Down" - senior text]

- Excerpts from "Look Both Ways"
- [FOR EVERY ONE](#)

[To Be Young- Gifted- and... Text.pdf](#)

Introductory WebQuest: links are live

- ["Raisin in the Sun" Introductory WebQuest](#)

Study of The Great Migration in conjunction with the novel:

- [The Great Migration WebQuest](#)

Poetry, especially regarding "Harlem"

- [Harlem Close Reading Questions](#)

Anticipation Guide/Focus Questions: Before reading the play, while reading the play:

- [Anticipation Guide](#)
- [Focus Questions and Connections](#)

Journal Responses for Each Scene:

- [ARitS Journal Prompts](#)
- [Literature Circles Group Roles](#)

### **Scarlet Letter/The Crucible**

[Edwards+Sinners+in+the+Hands+of+an+Angry+God.pdf](#)

- <https://atxthumper.wordpress.com/2011/01/22/arthur-miller-the-crucible-civil-rights-and-the-gay-agenda/>

Variety of lesson plans. Links are active:

- [TheCrucibleActivities.pdf](#)

Lesson plan for Crucible, with writing assignments which match ELA standards.

- [The\\_Crucible\\_Lesson\\_Plan.pdf](#)

WebQuest –

[Puritans and Arthur Miller WebQuest](#)

### **Secret Life of Bees** AMISTAD

- [2022 Slides - The Secret Life of Bees](#)

<https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america>

WebQuest to introduce a number of elements detailed in the novel.

- [Updated- The Secret Life of Bees Webquest](#)

Poetry: “Phenomenal Woman”

Use to trace Lily’s growth into womanhood throughout the novel.

- [Phenomenal Woman.pdf](#)

The links below provide a lesson and exercise focusing on figurative language. The lesson for Chapter 4 is an introductory lesson.

- [Ch 4 - figurative language](#)
- [Definition and Models - figurative language](#)

Found poem -

- [Found Poem Assignment - rough](#)
- [Found poem rubric](#)

### **Great Gatsby** LGBTQIA

Introductory WebQuests.

- [Great Gatsby WebQuest](#)
- [https://www.prestwickhouse.com/file%20library/free%20lessons/2020\\_gg\\_handout\\_webquest\\_final-min.pdf](https://www.prestwickhouse.com/file%20library/free%20lessons/2020_gg_handout_webquest_final-min.pdf)

Article on how Fitzgerald captured the 1920s.

- <https://www.history.com/news/great-gatsby-roaring-twenties-fitzgerald-dark-side>

Resource with a variety of lessons.

- <https://jwpblog.com/tag/great-gatsby/>

Website featuring videos and other resources from the F. Scott Fitzgerald society

- <https://fscottfitzgeraldsociety.org/publications/teaching-resources/>

### **LGBTQ+ Resources:**

<https://teachnouvelle.com/short-texts-by-lgbtq-authors/>

[https://lead.nwp.org/knowledgebase/an-lgbt-bibliography-for-high-school-teachers/?bsearch\\_highlight=LGBT%20bibliography](https://lead.nwp.org/knowledgebase/an-lgbt-bibliography-for-high-school-teachers/?bsearch_highlight=LGBT%20bibliography)

Challenging Assumptions - Introduction to issues in LGBTQ+ community:

- <https://www.glsen.org/activity/challenging-assumptions>

Learning about important leaders and events throughout LGBTQ American history:

- <https://www.glsen.org/activity/lgbtq-history-timeline-lesson>

Love, Simon: Coming Out and Invisible Identities Lesson:

- NOTE: the film is available on freevee (with commercials), can be rented on Amazon Prime for \$3.99, or can be purchased on DVD for \$5.99
- <https://www.glsen.org/article/love-simon-coming-out-invisible-identities-lesson>

History of Pride:

- [https://drive.google.com/file/d/1Zo5DwEFXn9WE9fWUd3wJD6FyCQ\\_x2LP-/view?usp=sharing](https://drive.google.com/file/d/1Zo5DwEFXn9WE9fWUd3wJD6FyCQ_x2LP-/view?usp=sharing)

This assignment creates awareness around homophobic bullying in secondary schools and the devastating consequences it has for some youth.

NOTE: Students create videos for this assignment. Links are live.

- [itgetsbetter.pdf](#)

This short documentary explores homophobic language and its consequences among teenagers.

- NOTE: also contains links to other short documentaries on varied LGBTQ+ issues.
- [https://www.nfb.ca/film/in\\_other\\_words/](https://www.nfb.ca/film/in_other_words/)

Resource for a variety of lesson plans, resources, multimedia - NOTE: this resource is also included on the English IV curriculum addendum:

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

Appendix B: Climate Change Integration  
English Language Arts  
Grade Level: 11

**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	<a href="#">Standard</a>	Supplemental Texts, Resources, and/or Example Activities
Unit 1 The Age of Realism	RI.CT.11-12.8 W.WR.11-12.5 SL.UM.11-12.5	<p><b>Lesson Title: Dreams, Displacement, and Climate Change: Exploring Themes in <i>Of Mice and Men</i> and Environmental Crises</b></p> <p>Grade Level: 11th Grade English Duration: 1 class period (60-75 minutes)</p> <p>This lesson helps students make connections between the themes of displacement, economic hardship, and unattainable dreams in <i>Of Mice and Men</i> and the real-world consequences of climate change. By drawing parallels between the characters' struggles and those of modern-day climate refugees, students will gain a deeper understanding of both the novel and current global issues.</p> <p>Lesson Objectives:</p> <ul style="list-style-type: none"><li>• Students will be able to analyze the themes of displacement and dreams in <i>Of Mice and Men</i> and connect them to modern-day issues surrounding climate change and environmental migration.</li><li>• Students will be able to draw parallels between the economic and environmental challenges faced by the characters in the novel and the real-world experiences of people affected by climate change.</li><li>• Students will be able to discuss how climate change impacts vulnerable</li></ul>



		<p>communities and the pursuit of dreams in today's world.</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Texts: Excerpts from <i>Of Mice and Men</i> by John Steinbeck (focus on themes of displacement, economic hardship, and dreams).</li> <li>• Articles on Climate Change and Displacement: <ul style="list-style-type: none"> <li>◦ Example: "Climate Change and Migration: How Environmental Disasters Displace Communities" (brief article on how climate change leads to forced migration).</li> <li>◦ "The Economic Impact of Climate Change on Vulnerable Communities" (article or infographic).</li> </ul> </li> <li>• Graphic Organizer: Venn diagram or chart to compare displacement and survival themes in <i>Of Mice and Men</i> with those caused by climate change today.</li> <li>• Projector/Smartboard: To display visuals or key points during discussion.</li> <li>• Video: Short documentary or news clip on climate refugees or the impact of environmental disasters on human migration.</li> </ul> <hr/> <p>Lesson Plan:</p> <p>Do Now (10 minutes)</p> <ul style="list-style-type: none"> <li>• Prompt: Display the following question on the board:  <i>In Of Mice and Men, how do George and Lennie's dreams and aspirations reflect their economic hardships? How does the setting of the Great Depression shape their experiences?</i> <ul style="list-style-type: none"> <li>◦ Students write a brief response in their journals (3-5 minutes) and then share with a partner.</li> <li>◦ Call on a few students to share their thoughts with the class.</li> </ul> </li> </ul> <p>Introduction to the Lesson (10 minutes)</p>
--	--	--

		<ul style="list-style-type: none"> <li>• Teacher Explanation: <ul style="list-style-type: none"> <li>◦ Review key themes in <i>Of Mice and Men</i>, especially the economic struggles faced by George and Lennie, the displacement of itinerant workers during the Great Depression, and how dreams of stability and ownership are constantly out of reach for them.</li> <li>◦ Introduce the concept of environmental displacement caused by climate change, such as rising sea levels, drought, and extreme weather. Explain how these environmental changes force millions of people to leave their homes in search of safety and economic opportunity, similar to how economic factors drive the characters in the novel.</li> <li>◦ Explain that today's lesson will connect the characters' struggle for a better life to the modern-day reality of people displaced by climate change.</li> </ul> </li> </ul> <p>Close Reading: <i>Of Mice and Men</i> Excerpts (15 minutes)</p> <ul style="list-style-type: none"> <li>• Distribute or project selected excerpts from <i>Of Mice and Men</i> that highlight the themes of displacement, economic hardship, and unattainable dreams (e.g., George and Lennie discussing their dream of owning land, their constant need to find work, and the struggle to maintain hope in a harsh economic landscape). <ul style="list-style-type: none"> <li>◦ Suggested passages: George and Lennie's conversation about their dream at the beginning of the novel, their interactions with other characters like Candy or Crooks who share similar dreams.</li> </ul> </li> <li>• Guided Reading Questions: <ul style="list-style-type: none"> <li>◦ How do George and Lennie's dreams reflect their desire for stability and security?</li> <li>◦ What economic and social conditions keep them from achieving these dreams?</li> <li>◦ How do other characters in the novel, like Candy and Crooks, also reflect themes of displacement and hope for a better future?</li> </ul> </li> </ul>
--	--	---

		<p>Connection to Climate Change (20 minutes)</p> <ul style="list-style-type: none"> <li>• Transition to discussing the real-world issue of climate displacement. Ask students: <i>How do people today experience displacement and loss of home due to climate change?</i></li> <li>• Mini-Lecture: Provide an overview of how climate change leads to displacement, focusing on real-world examples such as: <ul style="list-style-type: none"> <li>◦ Rising sea levels forcing coastal communities to relocate.</li> <li>◦ Droughts and floods affecting food production and economic stability in vulnerable regions.</li> <li>◦ The concept of "climate refugees" and the challenges they face, such as finding stable work, housing, and the hope for a better life.</li> </ul> </li> <li>• Show a short video (e.g., from National Geographic, the UN, or Al Jazeera) that highlights how climate change is displacing communities around the world. The video should emphasize the economic and social struggles faced by these people.</li> <li>• Pass out an article or infographic that illustrates the connection between climate change and displacement, focusing on regions most affected by environmental change.</li> </ul> <p>Small Group Work: Comparative Chart (15 minutes)</p> <ul style="list-style-type: none"> <li>• Divide students into small groups. Provide them with a Venn diagram or chart to compare the displacement experienced by George and Lennie in <i>Of Mice and Men</i> with the displacement caused by climate change in the modern world. <ul style="list-style-type: none"> <li>◦ Chart Prompts: <ul style="list-style-type: none"> <li>■ What factors drive George and Lennie's displacement? How are these factors similar to the causes of displacement for people facing climate change today?</li> <li>■ How do both the characters in the novel and climate refugees experience economic hardship and instability?</li> <li>■ What role do dreams (such as owning land, finding stability)</li> </ul> </li> </ul> </li> </ul>
--	--	--

		<p>play in both <i>Of Mice and Men</i> and for people displaced by climate change?</p> <ul style="list-style-type: none"> <li>■ What societal factors (e.g., economic systems, government support) impact the ability of both groups to achieve their dreams?</li> </ul> <p>Class Discussion and Share Out (10 minutes)</p> <ul style="list-style-type: none"> <li>• Have each group share their findings from their charts.</li> <li>• Discussion Questions: <ul style="list-style-type: none"> <li>○ How does economic hardship in <i>Of Mice and Men</i> mirror the economic challenges faced by those displaced by climate change?</li> <li>○ In what ways are the dreams of George, Lennie, and others in the novel similar to the dreams of modern-day climate refugees?</li> <li>○ How does displacement—whether from economic factors or environmental disasters—affect people’s ability to pursue their goals?</li> </ul> </li> </ul> <p>Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> <li>• Prompt: <p><i>What is one way the displacement experienced by the characters in <i>Of Mice and Men</i> is similar to the displacement caused by climate change today?</i></p> <p><i>How does displacement affect people’s ability to achieve their dreams?</i></p> </li> </ul> <p>Homework Assignment:</p> <ul style="list-style-type: none"> <li>• Write a short response (1-2 paragraphs) to the following question: <p><i>How might the themes of economic hardship and unattainable dreams in <i>Of Mice and Men</i> apply to the challenges faced by climate refugees today?</i></p> <p><i>What solutions could be implemented to help people affected by both economic and environmental displacement?</i></p> </li> </ul> <p>Assessment:</p>
--	--	--

		<ul style="list-style-type: none"> <li>• Participation in group discussions and completion of the comparative chart.</li> <li>• Exit ticket responses.</li> <li>• Homework reflection on displacement and dreams in both <i>Of Mice and Men</i> and the real world.</li> </ul> <p>Differentiation:</p> <ul style="list-style-type: none"> <li>• For struggling students: Provide additional support with guided questions or assign specific passages from the novel for close reading.</li> <li>• For advanced students: Encourage them to research a specific region or community affected by climate displacement and present their findings to the class.</li> </ul> <p>Extension:</p> <ul style="list-style-type: none"> <li>• Students could create a digital project comparing the economic challenges in <i>Of Mice and Men</i> to those faced by communities affected by climate change. They could explore potential solutions to reduce displacement and economic instability in both contexts.</li> </ul>
Unit 1: The Modern Age	RI.CT.11-12.8 W.WR.11-12.5 SL.UM.11-12.5	<p><b>Lesson Title: Dreams Deferred by Climate: Connecting <i>A Raisin in the Sun</i> to Environmental Injustice and Climate Change</b></p> <p>Grade Level: 11th Grade English Duration: 1 class period (60-75 minutes)</p> <p>This lesson helps students connect the themes of racial inequality, economic hardship, and deferred dreams in <i>A Raisin in the Sun</i> to modern-day issues of climate change and environmental racism. By drawing parallels between the Younger family's struggles and the real-world challenges faced by marginalized communities today, students will deepen their understanding of both the play and contemporary social justice issues.</p>

		<p>Lesson Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to analyze themes of deferred dreams, racial inequality, and economic struggle in <i>A Raisin in the Sun</i> and connect them to contemporary issues of climate change and environmental injustice.</li> <li>• Students will be able to understand how marginalized communities are disproportionately affected by climate change, drawing parallels between the barriers faced by the Younger family and modern-day environmental challenges.</li> <li>• Students will be able to engage in critical discussions about how race, class, and geography intersect with climate change and environmental policies.</li> </ul> <p>Standards Addressed:</p> <ul style="list-style-type: none"> <li>• NJSLS - ELA <ul style="list-style-type: none"> <li>◦ RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development.</li> <li>◦ RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats.</li> <li>◦ W.11-12.9: Draw evidence from literary or informational texts to support analysis.</li> <li>◦ SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions.</li> </ul> </li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Texts: Excerpts from <i>A Raisin in the Sun</i> by Lorraine Hansberry (focus on themes of deferred dreams, racial segregation, and economic hardship).</li> <li>• Articles on Climate Change and Environmental Justice: <ul style="list-style-type: none"> <li>◦ Example: "Climate Change is a Racial Justice Issue" (article discussing how marginalized communities are disproportionately affected by climate change).</li> </ul> </li> </ul>
--	--	--

		<ul style="list-style-type: none"> <li>○ "Environmental Racism and Its Impact on Black Communities" (article or infographic).</li> <li>● Poem: "Harlem" by Langston Hughes (for thematic connections).</li> <li>● Graphic Organizer: Venn diagram or double-entry journal to compare the struggles of the Younger family to the struggles of communities affected by climate change.</li> <li>● Promethean Board: To display visuals or key points during discussion.</li> <li>● Video: Short documentary clip or news video on environmental racism and climate justice.</li> </ul> <p>Lesson Plan:</p> <p>Do Now (10 minutes)</p> <ul style="list-style-type: none"> <li>● Prompt: Display the following question on the board:  <i>In A Raisin in the Sun, what dreams do the members of the Younger family hold for their future? How do race, class, and geography shape their ability to achieve these dreams?</i> <ul style="list-style-type: none"> <li>○ Students write a brief response in their journals (3-5 minutes), then share with a partner.</li> <li>○ Call on a few students to share their thoughts with the class.</li> </ul> </li> </ul> <p>Introduction to the Lesson (10 minutes)</p> <ul style="list-style-type: none"> <li>● Teacher Explanation: <ul style="list-style-type: none"> <li>○ Review the key themes in <i>A Raisin in the Sun</i>, particularly the dreams of the Younger family, the racial segregation they face, and the economic struggles that hold them back. Emphasize how the family's pursuit of a better life is impacted by the societal barriers of racism and class.</li> <li>○ Transition into a discussion about environmental injustice, a contemporary issue that disproportionately affects marginalized communities. Explain how climate change exacerbates inequality, particularly for low-income communities and communities of color.</li> </ul> </li> </ul>
--	--	--

		<p>These communities often face the brunt of environmental issues, such as polluted air, inadequate infrastructure, and vulnerability to climate disasters, similar to how the Younger family faces systemic barriers.</p> <ul style="list-style-type: none"> <li>○ Explain that today's lesson will connect the themes of deferred dreams in <i>A Raisin in the Sun</i> to the modern-day issue of climate change and environmental racism.</li> </ul> <p>Close Reading: <i>A Raisin in the Sun</i> Excerpts (15 minutes)</p> <ul style="list-style-type: none"> <li>● Distribute or project selected excerpts from <i>A Raisin in the Sun</i> that highlight the Younger family's struggles with racial inequality, economic hardship, and their dream of owning a home in a better neighborhood. <ul style="list-style-type: none"> <li>○ Suggested passages: Mama's dream of owning a home, Walter's desire to provide for his family, Beneatha's ambition to become a doctor.</li> </ul> </li> <li>● Guided Reading Questions: <ul style="list-style-type: none"> <li>○ How do the Younger family's dreams reflect their desire for social mobility and security?</li> <li>○ What barriers prevent the family from achieving these dreams?</li> <li>○ How does the setting of the play, with its focus on a segregated urban environment, reflect larger issues of inequality?</li> </ul> </li> </ul> <p>Connection to Climate Change and Environmental Injustice (20 minutes)</p> <ul style="list-style-type: none"> <li>● Mini-Lecture: Provide an overview of how marginalized communities are disproportionately affected by climate change and environmental racism. Highlight issues such as: <ul style="list-style-type: none"> <li>○ Communities of color often live in areas with higher pollution levels, lack of green spaces, and insufficient infrastructure to handle climate-related disasters.</li> <li>○ Climate change amplifies economic and social inequality by creating "climate refugees" who are displaced by natural disasters like hurricanes, floods, or droughts.</li> </ul> </li> </ul>
--	--	---



		<ul style="list-style-type: none"> <li>○ Environmental racism refers to the fact that communities of color are more likely to live near hazardous waste sites, industrial areas, or flood zones, further limiting their opportunities for economic growth and social mobility.</li> <li>● Show a short video clip (e.g., from the UN, PBS, or Vice) that highlights environmental racism and climate justice. The video should focus on how these issues impact communities today, particularly low-income and minority populations.</li> <li>● Pass out an article or infographic that discusses the intersection of race, class, and climate change, focusing on how communities like those depicted in <i>A Raisin in the Sun</i> are still facing systemic barriers today.</li> </ul> <p>Small Group Work: Comparative Analysis (15 minutes)</p> <ul style="list-style-type: none"> <li>● Divide students into small groups. Provide them with a graphic organizer (Venn diagram or double-entry journal) to compare the barriers faced by the Younger family in <i>A Raisin in the Sun</i> to the barriers faced by modern-day communities affected by climate change and environmental racism. <ul style="list-style-type: none"> <li>○ Chart Prompts: <ul style="list-style-type: none"> <li>■ What societal barriers prevent the Younger family from achieving their dreams in <i>A Raisin in the Sun</i>?</li> <li>■ How are the racial and economic struggles of the Younger family similar to the struggles of modern-day marginalized communities facing the effects of climate change?</li> <li>■ How does environmental racism limit the opportunities for economic advancement and social mobility in both <i>A Raisin in the Sun</i> and contemporary communities?</li> </ul> </li> </ul> </li> </ul> <p>Class Discussion and Share Out (10 minutes)</p> <ul style="list-style-type: none"> <li>● Have each group share their findings from their comparative analysis.</li> <li>● Discussion Questions: <ul style="list-style-type: none"> <li>○ How does economic inequality in <i>A Raisin in the Sun</i> mirror the</li> </ul> </li> </ul>
--	--	--

		<p>environmental challenges faced by marginalized communities today?</p> <ul style="list-style-type: none"> <li>○ What parallels can we draw between the Younger family's pursuit of the American Dream and the struggles of people facing environmental racism and climate change?</li> <li>○ How do both racial segregation in housing (as seen in the play) and environmental policies today affect people's ability to achieve social and economic mobility?</li> </ul> <p>Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> <li>● Prompt: <i>In what ways are the dreams of the Younger family in A Raisin in the Sun similar to the dreams of communities affected by climate change and environmental injustice today? How do systemic barriers, whether based on race, class, or geography, affect people's ability to achieve their goals?</i></li> </ul> <p>Homework Assignment:</p> <ul style="list-style-type: none"> <li>● Write a short response (1-2 paragraphs) to the following question: <i>How might the themes of racial and economic inequality in A Raisin in the Sun apply to the challenges faced by communities affected by climate change today? What solutions could help address both environmental and social inequities?</i></li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>● Participation in group discussions and completion of the comparative analysis.</li> <li>● Exit ticket responses.</li> <li>● Homework reflection on the intersection of racial and environmental justice in both the play and the modern world.</li> </ul> <p>Differentiation:</p>
--	--	--

		<ul style="list-style-type: none"> <li>• For struggling students: Provide additional scaffolding with guided questions or assign specific excerpts from the play for close reading.</li> <li>• For advanced students: Encourage them to research a specific case of environmental racism or climate justice activism and present their findings to the class.</li> </ul> <p>Extension:</p> <ul style="list-style-type: none"> <li>• Students could research a current environmental justice movement and create a digital presentation comparing the struggles of the Younger family to those of modern-day communities fighting for climate justice.</li> </ul>
--	--	--