

11th Grade Literacy Curriculum Map

	Name of Course: Junior Composition and Literature Number of Days: 20
Unit	Homegoing
Essential Questions	1. What do we inherit from our cultural and historical background? 2. Why is it important to understand how beliefs/trauma are passed down through generations? 3. How can one's environment impact their values and fears? 4. How can kinship/threads help guide one to a greater understanding of the past? 5. To what extent does your ancestry and origins matter in forming your identity? 6. In what ways do the two halves of the family tree reflect differences in black experiences (African and African American) identity?
Content Standards	● RI1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● RI2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text. ● RI3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. ● RI4. Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.) ● RI5. Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging ● RI6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. ● W1 Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● W2 Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● W3 Write narratives to develop experiences or events using effective literary

	techniques, well-chosen details, and well-structured sequences. ● W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ● W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● W6 Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● W7 Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● W8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● W9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed.	
Concepts and Subskills	I can... ● Understand jumps in narrative and identify how it impacts the story ● Utilize textual evidence to support claims and analysis ● Utilize discussion protocols to have cordial discussions about difficult topics ● Contextualize issues when viewed through historical and modern lenses ● Understand varying genres of texts (novel, informational, poetry, etc.)	Practices ● Close reading and annotation ● Character analysis notes ● Small group discussion ● Whole class seminar discussion ● Literary analysis ○ Evidence collection ○ Theme analysis ● Historical reading/connection ● Poetry analysis

Content Objectives (Student Friendly Language)	I can connect the events of fiction to the historical context in which it takes place. I can identify the major characteristics, values, beliefs, and motivations of characters. I can compare and contrast characters' experiences and reflect on the purpose of the juxtaposition. I can engage in a collaborative discussion-based environment. I can identify literary elements in a text and describe how they contribute to mood, tone, and/or theme. I can trace a theme throughout a work.
Content Vocabulary	Tier 1: - Assimilation - Slavery - Generation - Discrimination - Stereotype - Post-colonialism - Chronology Tier 2 - Contradiction - Claim - Thesis statement - Analysis - Synthesis - Reflection Tier 3: - Juxtaposition - Allusion - Parallelism - Third Person Omniscient
Assessment, Products, Projects	● Character notes/analysis worksheet ● Literary analysis ● Midpoint Assessment (Comparing 2 Characters) - Comparative Analysis ● Post-Colonial Perspectives Lesson (Synthesis) ● Final Socratic Seminar + Reflection on Learning
Text, Materials, and Resources	● Poetry (colonialism and post-colonialism) ● Post-colonial reading + videos

	Name of Course: Junior Literature and Composition Number of Days: 25-30
Unit	Unit One: The American Dream
Essential Questions	1. What is America? What does it mean to be an American? How is "American identity" formed? What informs that identity?

	2. What is the American Dream? How and why has it changed over time? Who has access to it? 3. How has American literature affected American history and culture? How have American history and culture affected American literature? 4. How have American writers used language to effect social change?	
Content Standards	● 11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● 11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. ● 11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. ● 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● 11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
Concepts and Subskills	I can... ● select multiple pieces of textual evidence and explain their significance. ● write a theme statement for a short fictional text. ● describe elements of the American Dream. ● organize textual evidence by topic and subtopic. ● integrate quotes into my own writing. ● cite sources in MLA format and complete a Works Cited page. ● write a thesis statement with a clear topic and claim. ● organize, write, and revise a multi-paragraph essay. ● identify a theme or main idea in non-textual media.	Practices Small group discussion Venn Diagram Fiction signposts reading/Close reading Thesis workshop Analyzing evidence Essay outline/graphic organizer Self check, peer revision Student-teacher conferencing
Content Objectives (Student)	I can identify the elements of a synthesis essay. I can explain how multiple authors have addressed the American Dream. I can identify elements of the American Dream.	

Friendly Language)	I can identify three texts that address the American Dream. I can identify the topic and claim in a thesis statement. I can identify close reading signposts in a text.
Content Vocabulary	Tier 1 generation immigrant stereotype discrimination Tier 2 Contrast Contradiction Claim Thesis statement Analysis Synthesis Transition Integrate Tier 3 A-ha Moment Words of the Wiser Memory Moment Tough Questions Again and Again
Assessment, Products, Projects	American Dream Synthesis Essay
Text, Materials, and Resources	“Coronavirus Reminds Asian Americans Like Me that our Belonging is Conditional,” John Cho “America in 4 Minutes,” by Brandon Wellington “I Hear America Singing,” Walt Whitman “I, Too,” Langston Hughes “Mericans,” Sandra Cisneros “Names/Nombres,” Julia Alvarez “Red Velvet Dress,” Naomi Shihab Nye “What Means Switch,” Gish Jen Excerpts from <i>The House on Mango Street</i> by Sandra Cisneros ABC News: “Pennsylvania Firefighter Works Three Jobs to Support His Family” Assorted short nonfiction • “What I learned from living five years in a van” by Stevie Trujillo • “Hollywood Dreams of Health, Youth, and Beauty” by Bob Mondello • “Why the American dream feels further off than ever for millennials” by Conor P Williams • “African migrants abandon the American dream” by Leslie Goffe • “Gen Z: Challenging the American Dream” by Global Mosaic

	Name of Course: American Literature and Composition Number of Days: 35	
Unit	Unit Two: Rhetoric of the Revolution	
Essential Questions		
	☐ How does one use language to persuade? ☐ What choices do writers make in order to appeal to an audience? ☐ Upon what ideals is America founded? ☐ How does writing reflect the time period in which it was created?	☐ How have American writers used language to effect social change? ☐ How can we use language to persuade others to take an action or share a belief?
Content Standards		
	☐ 11-12.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ☐ 11-12.RI.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. ☐ 11-12.RI.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features ☐ 11-12.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ☐ W.11-12.1: Write arguments to	☐ RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. ☐ RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. ☐ RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). ☐ W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ☐ W.11-12.6: Use technology, including the

	support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ☐ W.11-12.1.a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ☐ W.11-12.1.b: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. ☐ W.11-12.1.c: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ☐ W.11-12.1.d: Establish and maintain a formal style and objective tone while attending to the	Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ☐ W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
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	norms and conventions of the discipline in which they are writing. ☐ W.11-12.1.e: Provide a concluding statement or section that follows from and supports the argument presented. ☐ 11-12.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. ☐ SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. ☐ L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies.	
Concepts and Subskills	☐ I can describe the rhetorical situation in a text. ☐ I can read and annotate a text. ☐ I can research supporting context and facts for a given text. ☐ I can identify rhetorical choices such as repetition, allusion, and metaphor. ☐ I can write a rhetorical précis . ☐ I can write a paragraph with topic and concluding sentences. ☐ I can integrate specific textual evidence into my writing. ☐ I can define vocabulary words and complete vocabulary pathways.	Practices: ☐ Read-aloud ☐ Peer collaboration ☐ Close reading ☐ Guided notes Pre-teach (historical context, vocabulary) ☐ Sentence frames ☐ Revision and editing checklists ☐ Teacher/student question and answer ☐ Table talk/turn and talk ☐ Lecture ☐ Annotation
Content Objectives (Student Friendly Language)	☐ I can identify elements of the rhetorical situation. ☐ I can describe the context of an author's speech or piece of writing. ☐ I can define ethos, pathos, and logos. ☐ I can identify rhetorical choices and appeals. ☐ I can explain how an author achieves his/her/their purpose in a given text.	

Content Vocabulary		
	☐ Magnitude ☐ Arduous ☐ Temporal ☐ Solace ☐ Insidious ☐ Subjugation ☐ Supinely ☐ Implored ☐ Supplications ☐ Formidable	☐ Arduous ☐ Insidious ☐ Divest ☐ Destitute ☐ Usurp ☐ Despot ☐ Tenure ☐ Republic ☐ Two additional student-selected words from their choice founding document
	Tier Two Words	
	☐ Rhetoric ☐ Analyze/analysis ☐ Thesis ☐ Develop ☐ Support ☐ Annotate	
	Tier Three Words	
	☐ Rhetorical situation ☐ SPACE(M)CAT: speaker, purpose, audience, context, exigence, message, choices, appeals, tone ☐ Claim ☐ Counterclaim ☐ Rebuttal ☐ Ethos/credibility ☐ Pathos ☐ Logos ☐ Rhetorical question	
Assessments, Products, Projects		
	☐ In-class rhetorical analysis essay ☐ “Letter to a Legislator”	☐ Super Bowl collaborative ad analysis ☐ SPACE(M)CAT analysis of Greta Thunberg’s speech to the UN ☐ SPACE(M)CAT analysis of “Give Me Liberty...” ☐ Independent founding document rhetorical analysis project: annotation, SPACE(M)CAT analysis, précis ☐ Collaborative SPACE(M)CAT analysis and précis of “Common Sense”

		☐ Declaration of Independence timed write précis ☐ Annotation and one-pager rhetorical analysis of Federalist Papers #51 ☐ Founding document vocab ☐ Persuasive letter to a legislator project ☐ Brainstorm ☐ First draft with peer revision ☐ Final draft ☐ Précis for partner's letter ☐ <i>Hamilton</i> song rhetorical analysis
Text, Materials, and Resources		
	☐ Super Bowl ads from this list ☐ Greta Thunberg's speech to the UN (2019) ☐ "Give Me Liberty or Give Me Death!" by Patrick Henry (1775) ☐ "Common Sense" by Thomas Paine (1776) ☐ The Declaration of Independence (1776) ☐ Abraham Lincoln's Second Inaugural Address (1865) ☐ "We Choose to Go to the Moon" by John F. Kennedy (1962) ☐ "Address to the Nation (Post-9/11) by George W. Bush (2001) ☐ "9/11 Anniversary Speech" by George W. Bush (2021) ☐ <i>Hamilton</i> (2020)	☐ Super Bowl ads from this list ☐ Greta Thunberg's speech to the UN (2019) ☐ "Give Me Liberty or Give Me Death!" by Patrick Henry (1775) ☐ "Common Sense" by Thomas Paine (1776) ☐ Declaration of Independence (1776) ☐ Federalist Papers #51 (1788) ☐ Additional founding document of student's choice from this list ☐ <i>Hamilton</i> (2020)

	Name of Course: American Literature and Composition Number of Days: 20 days	
Unit	Three: History and Literature	
Essential Questions		
	1. How does American literature reflect American history/culture?	1. How does American literature reflect American history/culture?
Content Standards		

	● Reading Literature ○ 11-12.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ○ 11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ○ 11-12.RL.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ○ 11-12.RL.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) ○ 11-12.RL.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ● Reading Informational Texts ○ 11-12.RI.1: Cite strong and thorough textual evidence to	
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	support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ○ 11-12.RI.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. ● Writing ○ 11-12.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ○ 11-12.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Concepts and Subskills	American Dream	Practices: ☐ Read-aloud ☐ Peer collaboration ☐ Close reading ☐ Guided notes - Pre-teach (historical context, vocabulary) ☐ Sentence frames ☐ Revision and editing checklists ☐ Teacher/student question and answer ☐ Table talk/turn and talk ☐ Lecture ☐ Annotation

Content Objectives (Student Friendly Language)	☐ I can describe how characters are developed over the course of a text. ☐ I can research supporting context and facts for a given text. ☐ I can write a paragraph with claim and concluding sentences. ☐ I can integrate specific textual evidence into my writing. ☐ I can define vocabulary words and complete vocabulary pathways. ☐ I can identify direct and indirect characterization. ☐ I can identify the historical, geographical, and social contexts in a novel's setting. ☐ I can determine a theme and trace how it develops over the course of a text. ☐ I can synthesize sources (explain how they relate to, agree/disagree with, or build on each other) ☐ I can write a thesis statement that synthesizes a number of sources.	
Content Vocabulary		
	☐ ambiguous ☐ contemptuous ☐ conscientious ☐ convivial ☐ supercilious ☐ dissent ☐ erroneous ☐ impetuous ☐ impetuous ☐ vacuous ☐ vehemently ☐ defunct ☐ fluctuate ☐ juxtaposition ☐ facade ☐ vestige ☐ intermittent ☐ tumult ☐ fortuitous ☐ superfluous ☐ surmise	
	Tier Two	
	☐ analyze ☐ synthesis ☐ evidence ☐ thesis	

	☐ transition ☐ develop ☐ support ☐ context	
	Tier Three	
	☐ direct characterization ☐ indirect characterization ☐ symbolism ☐ motif ☐ metaphor ☐ simile ☐ imagery ☐ personification ☐ allusion ☐ conflict	
Assessments, Products, Projects		
	Formative: • Literary analysis bellringers/exit tickets for the novel (e.g. interpreting important quotes, analyzing the effect of literary devices or narrative structure, explicit teaching of vocab, etc.) • Vocab work • 2-3 paragraphs explaining a theme/using evidence • 2-3 synthesis short/answers paragraphs – using historical/informational texts paired with key moments from the novel Summative: • Synthesis Task ◦ Analysis of sources ◦ Thesis statement	
Text, Materials, and Resources		
	Full-class novel: • <i>The Great Gatsby</i> (1925) by F. Scott Fitzgerald Supplemental texts: • TBD – informational/historical texts to synthesize for paragraphs	

	• <i>An American Dreamer</i>—Fitzgerald biography (documentary)	
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	Name of Course: Honors American Literature and Composition Number of Days: 25 days	
Unit	Four: Literature of Abolition	
Essential Questions	1. How do we cope with trauma, both personally and as members of a community? 2. How do authors use writing techniques to write about trauma?	
Content Standards	• Reading Literature ○ RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ○ RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text. ○ RL.11-12.4: Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives). ○ RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact. ○ RL.11-12.7: Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation. • Writing ○ W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ○ W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation. ○ W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. • Speaking and Listening ○ SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range	

	of formal and informal tasks. ○ SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ● Language ○ L.11-12.5a: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	
Concepts and Subskills	☐ I can read and annotate a text. ☐ I can research supporting context and facts for a given text. ☐ I can present research findings clearly and logically. ☐ I can participate effectively in a variety of discussion formats. ☐ I can analyze how a variety of literary and narrative devices contribute to meaning. ☐ I can define vocabulary words and complete vocabulary pathways. ☐ I can write an essay that synthesizes evidence from across multiple texts to support an original thesis. ☐ I can integrate specific textual evidence into my writing.	Practices: ☐ Lecture/pre-teach (historical context, vocabulary) ☐ Small group work: research, presentations ☐ A variety of forms of reading: read-aloud, independent reading, small group reading, listening to audiobook ☐ Close reading with annotation ☐ Guided reading notes ☐ Bellringers/exit tickets ☐ Teacher/student question and answer ☐ Table talk/turn and talk ☐ A variety of forms of discussion: book groups, panel discussions
Content Objectives (Student Friendly Language)	☐ Refer to subskills above ☐ I can analyze how authors use a variety of literary and narrative devices to represent the experience of trauma.	
Content Vocabulary	Tier One:	
	☐ Trauma ☐ “Enslaved people” (preferable to “slaves”) ☐ “Enslaver” (preferable to “master”)	
	Tier Two Words:	
	☐ Analyze ☐ Cite ☐ Synthesize	
	Tier Three Words:	
	☐ Theme/theme statement ☐ Narrative structure ☐ Syntax	

	☐ Allusion ☐ Diction ☐ Perspective ☐ Flashback ☐ Simile ☐ Metaphor ☐ Symbolism
Assessments, Products, Projects	Formative: • Reading logs and small group discussions for book group text (slave narrative) • Historical context research presentation • Literary analysis bellringers/exit tickets for the novel (e.g. interpreting important quotes, analyzing the effect of literary devices or narrative structure, explicit teaching of vocab, etc.) • Vocab work • Panel discussion Summative: • JARP-style synthesis timed write essay
Text, Materials, and Resources	• Full-class novel: ◦ <i>Beloved</i> (1987) by Toni Morrison • Optional book group texts (student choice of one): ◦ <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845) ◦ <i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs (1861) • Historical sources that students locate on their own during the research process

	Name of Course: American Literature and Composition Number of Days: 20 days
Unit	Unit Five: Mass Hysteria and Propaganda
Essential Questions	☐ When, if ever, should one rebel against the norm? ☐ How does collective fear or hysteria affect the group and the individual? ☐ How much is our honor, our integrity, our pride, worth? ☐ Why and how do religion, politics and persecution interact? ☐ Is personal integrity more important than survival? ☐ Can a work of art bring about change in the world?
Content Standards	RL

	● Cite strong and thorough textual evidence to support analysis of explicit and inferential meanings ● Determine two or more themes in a text and how they interact ● Analyze the impact of an author's choices ● Cite strong and thorough textual evidence to support analysis of explicit and inferential meanings ● Determine two or more themes in a text and how they interact ● Analyze the impact of an author's choices ● Demonstrate knowledge of 18th, 19th, and 20th century American foundational works RI ● Cite strong and thorough textual evidence to support analysis of explicit and inferential meanings ● Determine two or more central ideas and analyze their development ● Analyze a complex set of ideas and sequences ● Determine an author's point of view or purpose in a text in which the rhetoric is effective and analyze the style and content W ● Write informative/explanatory texts ○ Introduce and organize complex ideas ○ Develop the topic with evidence ○ Use transitions ○ Use domain specific vocabulary ○ Establish and maintain a style appropriate to the audience and purpose ○ Provide a concluding statement ● Produce clear and coherent writing ● Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach ● Use technology to produce and publish writing and to interact and collaborate ● Conduct short as well as sustained research projects ● Gather relevant information from multiple print and digital sources ○ Assess the credibility of the sources ○ Quote or paraphrase sources ○ Avoid plagiarism ○ Follow a standard of citation ● Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research S&L ● Present information, findings, and evidence so a listener can follow a line of reasoning ● Make strategic use of digital media ● Adapt speech to a variety of contexts and tasks ● Determine or clarify the meaning of unknown or multiple meaning words based on grade 10 reading and content
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	○ Use context clues ○ Identify and correctly use patterns of word change ○ Consult reference materials ○ Verify the preliminary determination L ● Demonstrate understanding of figurative language ○ Interpret figures of speech ○ Analyze nuances in denotative meaning ● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases ○ Independently research words and gather vocabulary knowledge	
Concepts and Subskills	Mass hysteria Propaganda	Practices ☐ Read-aloud/performance ☐ Peer collaboration ☐ Close reading ☐ Guided notes - Pre-teach (historical context, vocabulary) ☐ Table talk/turn and talk ☐ Research workshops ☐ Revision checklists ☐ Student-teacher conferencing ☐ Lecture ☐ Annotation
Content Objectives (Student Friendly Language)	☐ I can identify a theme in drama. ☐ I can describe how characters are developed over the course of a text. ☐ I can define internal and external conflict. ☐ I can research a historical or contemporary issue and find credible sources. ☐ I can compare the details in a literary text to the story upon which it is based. ☐ I can explain mass hysteria: its causes and effects. ☐ I can organize research. ☐ I can design a visual presentation using evidence from print and multimedia sources. ☐ I can verbally present my information and findings on a given topic.	
Content Vocabulary	Tier One	
	☐ innate ☐ propriety ☐ deference	

	☐ vindictive ☐ abyss ☐ trepidation ☐ defamation ☐ bemused ☐ malign ☐ resurgence ☐ wily ☐ ☐ hysteria ☐ propaganda
	Tier Two
	☐ analyze ☐ evidence ☐ context ☐ develop ☐ support
	Tier Three
	☐ characterization ☐ metaphor ☐ allusion ☐ foreshadowing ☐ Irony (verbal, dramatic, and situational)
Assessments, Products, Projects	
	Formative: • 1-2 paragraphs analyzing the development of a theme in the text • 1 paragraph comparing The Cold War/McCarthyism to <i>The Crucible</i> • Vocabulary pathways and assessments Summative: Multimedia presentation • Compare themes of mass hysteria in <i>The Crucible</i> to historical or contemporary examples of mass hysteria
Text, Materials, and Resources	
	<i>The Crucible</i> by Arthur Miller “Sinners in the Hands of an Angry God” by Jonathan Edwards “Half-Hanged Mary” by Margaret Atwood

	“Herd Behavior” (CommonLit) Student-selected nonfiction sources on cases of mass hysteria Various <i>New York Times</i> articles
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