

# English III

## Grade 11

Prepared by:  
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*Superintendent of Schools:*  
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## Grade 11 English Curriculum Overview

Grade 11 English is taught in eight units throughout the school year. The focus of the Grade 11 English curriculum is American literature and writing a variety of analytical essays. Through small and large group discussions, Socratic seminars, and projects, students will explore themes and character motivation, connecting these to their own lives as well as contemporary society. Writing throughout the year will focus on expository, narrative, and argumentative, and will emphasize editing and revision as life-long skills. Participating in this program helps students:

1. To foster strong, life-long writing skills.
2. To apply universal themes to their own lives.
3. To meet the English standards for New Jersey Public Schools.

Suggested Course Sequence\*:

Unit 1: Vocabulary

Unit 2: *Hamlet*: Choices and Decisions

Unit 3: Grammar

Unit 4: *The Great Gatsby*: American Dream – Myth or Mystique?

Unit 5: Harlem Renaissance: American Dream Redefined

Unit 6: Research Paper

Unit 7: *Fahrenheit 451*: Social Control and the Individual

Unit 8: *The Things They Carried*: War – What Is It Good for?

Pre-Requisite: Grade 10 English

*\*The number of instructional days is an estimate based on the information available at this time. 1 day equals approximately 42 minutes of seat time. Teachers are strongly encouraged to review the entire unit of study carefully and collaboratively to determine whether adjustments to this estimate need to be made.*

**UNIT 1****Overview****Content Area: Language****Unit Title: Vocabulary****Grade Level: 11****Core Ideas:** Context is important for determining denotative and connotative meaning. Effective use of vocabulary builds knowledge and deepens understanding.**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSL)**

L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Career Readiness (9.2) Life Literacies and Key Skills (standards 9.1, 9.4)**

9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.
9.2.2.CAP.3	Define entrepreneurship and social entrepreneurship.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

**Computer Science and Design Thinking (standard 8)**

8.2.12.E	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
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**Interdisciplinary Connection**

7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
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**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

SEL: Ongoing discussions of the power of words to affect others – both positive and negative. Ongoing discussions of the changing nature of language to better reflect contemporary culture and be sensitive to all.

**Unit Essential Question(s):**

- How does one determine the meaning of an unfamiliar word?
- How does a writer choose the appropriate word for a particular context (purpose/style/audience)?
- Why is learning new vocabulary important?
- How can expanding our vocabulary help us to communicate more effectively?
- How does our knowledge of vocabulary enable us to instruct, persuade, and inspire?
- How does learning of new vocabulary enable us to understand what people say and write to us?

**Unit Enduring Understandings:**

- Denotative and connotative meanings in words are important to the message.
- Context clues help us understand the meaning of unknown words.
- Using an appropriate vocabulary for the chosen audience is important.
- Language is ever-changing.

- How does our knowledge of vocabulary help us to empathize with others' points of view?
- How does expanding our vocabulary allow us to better understand ourselves and express ourselves with confidence?

### Evidence of Learning

#### Formative Assessments:

- Exit slips
- Original sentences
- Quick define
- Vocabulary Bingo
- Kahoot!
- Post-It Vocab scramble
- Flashcards

#### Summative/Benchmark Assessment(s):

- Vocabulary Quizzes
- Vocabulary Tests
- Use in student writing

#### Resources/Materials:

Shostak, Jerome. *Vocabulary Workshop: Level F*. Sadlier-Oxford, 2021.

### Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Suggested Tasks/Activities:	Time frame (day(s) to complete)
<b>Lesson 1</b>	Introduce 20 vocabulary words, discussing definition, synonyms, and antonyms. Connect words to students' lives and evaluate root word and affixes.	Discuss definitions, synonyms, and antonyms, making real-life connections. Students complete workbook pages and create chart of words with mnemonic devices.	ongoing
<b>Lesson 2</b>	Vocabulary games as reminders before tests/quizzes.	Quizlet Blooket Kahoot Bingo Post-It Scramble	ongoing
<b>Lesson 3</b>	Quiz or Test		ongoing

#### Teacher Notes:

##### Additional Resources

[www.getKahoot.com](http://www.getKahoot.com)  
[www.blooket.com](http://www.blooket.com)  
[www.quizlet.com](http://www.quizlet.com)

**Key Vocabulary:** synonyms, antonyms, context clues, denotation, connotation, prefix, suffix, root word.

### Differentiation/Modification

#### *Special Education Student/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation

#### *At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

<ul style="list-style-type: none"> <li>Accept participation at any level, even one word</li> <li>Consult with Case Managers and follow IEP accommodations/modifications</li> </ul> <p><i>English Language Learners</i></p> <ul style="list-style-type: none"> <li>Assign a buddy, same language or English speaking</li> <li>Allow errors in speaking</li> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer questions</li> <li>Accept participation at any level, even one word</li> </ul>	<p><i>Gifted and Talented Students</i></p> <ul style="list-style-type: none"> <li>Provide extension activities</li> <li>Build on students' intrinsic motivations</li> <li>Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>
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## UNIT 2

### Overview

**Content Area: Literature, Writing**

**Unit Title: Hamlet: Choices and Decisions**

**Grade Level: 11**

**Core Ideas:** Our choices and decisions have a direct relationship with the world around us. Students will look at the act of decision-making, its impact, and the consequences.

#### Standards (Content and Technology):

CPI#:	Statement:
<b>Performance Expectations (NJSLs)</b>	
RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	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 the text. RL.11-12.3. 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)
RL.11-12.3	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)
RL.11-12.4	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. (e.g., Shakespeare as well as other authors.)
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) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
RL.11-12.9	Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
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.
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Career Readiness (9.2) Life Literacies and Key Skills (standards 9.1, 9.4)</b>	
9.4.12CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
<b>Computer Science and Design Thinking (standard 8)</b>	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
<b>Interdisciplinary Connection</b>	
SS.6.2.12.A.2. b.	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

<ul style="list-style-type: none"> <li>• <b>Unit Essential Question(s):</b></li> <li>• How can one relate the dilemma of the tragic hero in a Renaissance drama to modern life?</li> <li>• What is the role of evil in a tragedy?</li> <li>• In Shakespearean drama, how is sound related to sense?</li> <li>• How does a motif enhance the meaning of a work?</li> <li>• What is the structure of a Shakespearean tragedy?</li> <li>• What is a tragic hero? Is Hamlet a tragic hero?</li> <li>• Could <i>Hamlet</i> be as effective in conveying meaning without poetic use of language? Why or why not?</li> <li>• Are sons responsible to uphold the legacies of their fathers and if so, at what cost?</li> <li>• To what extent are humans ruled by emotion rather than reason? With what results?</li> <li>• How does familial responsibility affect us? Does it? Why?</li> <li>• Are Americans/humans naturally inclined to be spiritual people?</li> <li>• Can dramatic work be interpreted in multiple ways? Why or why not?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• The pervasive use of allusion, motif, extended metaphor and symbolism can influence meaning.</li> <li>• Foils are used to illuminate key characteristics of the protagonist.</li> <li>• Human emotions –loyalty, revenge, duty, guilt – can know no boundaries.</li> <li>• A sense of familial responsibility can profoundly influence human behavior.</li> <li>• Supernatural/spiritual elements can and do play a part in many people’s decisions and lifestyles.</li> <li>• Indecision is at times the most powerful decision one can make.</li> </ul>
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**Evidence of Learning****Formative Assessments:**

- Imitate Hamlet’s “To be or not to be” speech
- Imitate Polonius’s advice to Laertes
- Journal entries – one paragraph per scene, tracing a motif, literary terms, character analysis, quote analysis, attitude, questioning, and/or summarizing.
- Small group discussion
- Socratic Seminar
- Reading comprehension quizzes
- Identification of literary terms
- Literary analysis of passage

**Summative/Benchmark Assessment(s):**

- Objective Test – Teacher generated
- Essay – in-class timed writing argumentative essay

**Resources/Materials** Shakespeare, William. *The Tragedy of Hamlet, Prince of Denmark*. Perfection Learning, 2003.

**Key Vocabulary:** soliloquy, motif, iambic pentameter, allusion, personification, symbol, metaphor, simile, analogy, alliteration, repetition

**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Suggested Tasks/Activities:	Time frame (day(s) to complete)
<b>Characters, Themes, Literary Terms</b>	Comprehend characters, themes, and literary devices in <i>Hamlet</i>	Introduce <i>Hamlet</i> , characters, literary terms, and themes. Slideshow notes and discussion	2 days
<b>Motifs</b>	Apply knowledge of motifs	Journal of motifs	4 weeks
<b>Language and Plot</b>	Synthesize knowledge of language and action of play,	Perform scenes in groups	ongoing

	performing scenes from the play.		
<b>Film Evaluation</b>	Evaluate different film versions of <i>Hamlet</i> , discussing pivotal scenes.	Essay	1 week
<b>Character motivation</b>	Synthesize knowledge of Hamlet's indecision	Socratic seminar - discussion of decision-making and Hamlet's inability to act.	2 days
<b>Syntax, Diction, Parody</b>	Analyze syntax and diction of speeches and soliloquys, creating a parody of one speech.	Literary analysis and partner writing	1 week
<b>Seminar Discussion</b>	Evaluate individual's role in families.	Socratic seminar discussion – what is your familial responsibility? How does it affect you and Hamlet?	2 days

**Teacher Notes:****Additional Resources**

Click links below to access additional resources used to design this unit:

- Amir, On. "Tough Choices: How Making Decisions Tires Your Brain: Scientific American." *Tough Choices: How Making Decisions Tires Your Brain: Scientific American*. Scientific American, 22 July 2008. Web. 25 June 2012. <<http://www.scientificamerican.com/article.cfm?id=tough-choices-how-making>>.
- Axelrod, Alan. *Profiles in Audacity*. [Http://books.google.com/books/about/Profiles\\_in\\_Audacity.html?id=K55xk6s7aj0C](http://books.google.com/books/about/Profiles_in_Audacity.html?id=K55xk6s7aj0C). New York, NY: Sterling, 2006. *Google Books*. Web. 09 July 2012. <[http://books.google.com/books/about/Profiles\\_in\\_Audacity.html?id=K55xk6s7aj0C](http://books.google.com/books/about/Profiles_in_Audacity.html?id=K55xk6s7aj0C)>.
- Hamlet*. Dir. Franco Zeffirelli. Perf. Mel Gibson, Glenn Close and Alan Bates. Warner Home Video, 1990. DVD.
- Hamlet*. Dir. Gregory Doran. Perf. Patrick Stewart and David Tennant. BBC, 2009. DVD.
- Hamlet*. Dir. Kenneth Branagh. Perf. Kenneth Branagh. Warner Home Video, 1996. DVD.
- Shakespeare, William, Barbara A. Mowat, and Paul Werstine. *The Tragedy of Hamlet, Prince of Denmark*. New York: Washington Square, 2003. Print.
- Trachtenberg, Stephen Joel, and Richard D. Kahlenberg. "Should Colleges Consider Legacies in the Admissions Process?" *Wall Street Journal*. Wall Street Journal, 25 June 2012. Web. 9 July 2012. <http://online.wsj.com/article/SB10001424052970204653604577249230164868846.html?KEYWORDS=making+decisions#articleTabs%3Darticle>.

**Differentiation/Modification Strategies***Special Education Student/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

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| <ul style="list-style-type: none"><li>• Accept participation at any level, even one word</li></ul> |  |
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**UNIT 3****Overview****Content Area: Language, Writing****Unit Title: Grammar****Grade Level: 11**

**Core Ideas:** In order to write clearly and succinctly, students must understand the basic rules of grammar and mechanics. This unit will explore syntax, diction, and punctuation, identifying and applying the concepts into the students' own writing.

**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLS)**

W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2	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.
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Career Readiness (9.2) Life Literacies and Key Skills (standards 9.1, 9.4)**

9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.2.12.CAP.11	Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.

**Computer Science and Design Thinking (standard 8)**

8.1.12.AP.8	Evaluate and refine computational artifacts to make them more usable and accessible.
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**Interdisciplinary Connection**

7.1.NH.IPRET .5	Identify some unique linguistic elements in the target culture.
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**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

University, Stanford. "Cops Speak Less Respectfully to Black Community Members." *Stanford News*, 14 May 2018, <https://news.stanford.edu/2017/06/05/cops-speak-less-respectfully-black-community-members/>.

**Unit Essential Question(s):**

- What is the purpose of applying grammar and mechanics?

**Unit Enduring Understandings:**

- Written communication and proper grammar mechanics promote fluency of communication.

<ul style="list-style-type: none"> <li>How does an understanding of the rules and conventions of grammar help one communicate effectively?</li> </ul>	
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### Evidence of Learning

**Formative Assessments:**

- IXL assignments
- Worksheets

**Summative/Benchmark Assessment(s):**

- Objective Test – Teacher generated
- Essay – throughout the year

**Resources/Materials:** IXL subscription, teacher-made worksheets, [Grammar Bytes](#)

**Key Vocabulary:** subordinate clause, independent clause, run-on, fragment, comma splice, appositive phrase, participial phrase, prepositional phrase, simple, compound, complex sentences, subordinate conjunctions, coordinate conjunctions

### Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Suggested Tasks/Activities:	Time frame (day(s) to complete)
<b>Phrases &amp; Clauses</b>	Comprehend and apply knowledge of phrases and clauses. Identify in worksheets	Choiceboard, IXL tasks, Grammar Bytes Worksheets	2 days/ongoing throughout year
<b>4 types of sentences</b>	Comprehend and apply knowledge of 4 types of sentences and identify in worksheet	Choiceboard, IXL tasks, Grammar Bytes Worksheets	2 days/ongoing throughout year
<b>Fragments, Run-ons, Comma Splices</b>	Comprehend and apply knowledge of fragments, run-ons, and comma splices and ways to avoid these in writing.	Choiceboard, IXL tasks, Grammar Bytes Worksheets	3 days/ongoing throughout year
<b>Comma rules</b>	Comprehend and apply knowledge of rules for comma use.	Choiceboard, IXL tasks, Grammar Bytes Worksheets	3 days/ongoing throughout year
<b>Semicolon and Colon</b>	Comprehend and apply knowledge of rules for semicolon and colon use.	Choiceboard, IXL tasks, Grammar Bytes Worksheets	2 days/ongoing throughout year

**Teacher Notes:**
**Additional Resources**

*Click links below to access additional resources used to design this unit:*

### Differentiation/Modification Strategies

<p><i>Special Education Student/504</i></p> <ul style="list-style-type: none"> <li>Allow errors</li> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>Accept participation at any level, even one word</li> <li>Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<p><i>At-Risk Students</i></p> <ul style="list-style-type: none"> <li>Provide extended time to complete tasks</li> <li>Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>Consult with classroom teacher(s) for specific behavior interventions</li> <li>Provide rewards as necessary</li> </ul> <p><i>Gifted and Talented Students</i></p> <ul style="list-style-type: none"> <li>Provide extension activities</li> <li>Build on students' intrinsic motivations</li> </ul>
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<p><i>English Language Learners</i></p> <ul style="list-style-type: none"> <li>• Assign a buddy, same language or English speaking</li> <li>• Allow errors in speaking</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions</li> <li>• Accept participation at any level, even one word</li> </ul>	<p>Consult with parents to accommodate students' interests in completing tasks at their level of engagement</p>
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## UNIT 4

### Overview

**Content Area: Literature, Writing**

**Unit Title: Gatsby: The American Dream: Myth or Mystique?**

**Grade Level: 11**

**Core Ideas:** Students will look at the American Dream in the context of a period of cynicism that has influenced modern society. Students will also use this as a unit to evaluate their own place within the Dream and the American Dream's place as we move into a new century.

### Standards (Content and Technology):

CPI#:	Statement:
<b>Performance Expectations (NJSL)</b>	
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global 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).
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
RI.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2	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 the text. RL.11-12.3. 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)
RL.11-12.3	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)
RL.11-12.4	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. (e.g., Shakespeare as well as other authors.)
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) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
RL.11-12.9	Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2	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.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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 overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
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.

SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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.
SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Career Readiness (9.2) Life Literacies and Key Skills (standards 9.1, 9.4)</b>	
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
<b>Computer Science and Design Thinking (standard 8)</b>	
8.1.12.AP.9	Collaboratively document and present design decisions in the development of complex programs.
<b>Interdisciplinary Connection</b>	
6.1.12.History CC.8.b	Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
6.1.12.HistoryC C.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
<b>Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)</b>	
Froehlich, Maggie Gordon. "Jordan Baker, Gender Dissent, and Homosexual Passing in <i>The Great Gatsby</i> ." <i>The Space Between</i> , VI, no. 1, 2010, pp. 81–103., <a href="https://www.monmouth.edu/departments-of-english/documents/jordan-baker-gender-dissentand-homosexual-passing-in-the-great-gatsby.pdf/">https://www.monmouth.edu/departments-of-english/documents/jordan-baker-gender-dissentand-homosexual-passing-in-the-great-gatsby.pdf/</a> . Accessed 18 July 2022.	
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• What is the American Dream?</li> <li>• How has the concept of the American Dream changed in literature through the years?</li> <li>• How is the concept of the American Dream different for different people?</li> <li>• What are some of the struggles that people have to endure in order to achieve the American dream?</li> <li>• What are the freedoms that people are looking for?</li> <li>• How has the face of America changed over time and how has that influenced the realization of the American Dream?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Wealth doesn't necessarily bring happiness.</li> <li>• We may have friends without real friendship.</li> <li>• People may be disillusioned or dissatisfied with their lives.</li> <li>• Pursuing a dream at the expense of all else can be detrimental.</li> <li>• The ends don't necessarily justify the means.</li> <li>• It is possible to admire someone despite their flaws.</li> </ul>

<ul style="list-style-type: none"> <li>• Is the American Dream a destructive or empowering force, or a combination of both?</li> <li>• Is the American Dream the same for ALL Americans? Why or why not?</li> <li>• How are real life situations and circumstances portrayed in novels that reflected the Roaring Twenties, the Great Depression and the aftermath of wars?</li> <li>• In which ways does Fitzgerald portray the Roaring Twenties in the areas of searching for the American dream, analyzing the life styles of the rich and powerful, and contrasting the impoverished existence of many?</li> <li>• How does Fitzgerald use symbolism to reflect and emphasize the contrast between rich and poor?</li> <li>• How do we define class beyond just economic status?</li> <li>• What is the relationship between power and economic influence?</li> <li>• How can we resolve the class imbalance that exists today?</li> <li>• What role does class play in limiting the American Dream?</li> </ul>	
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**Evidence of Learning**

**Formative Assessments:**

- reading/dialectical journal
- open-ended free-writes (related pictorials &/or music)
- stems/quotes for reflective response
- class discussion
- exit responses
- group work observation
- newspaper article
- comprehension quizzes
- literary analysis of passage
- annotation of American Dream articles
- chart identifying characterization techniques

**Summative/Benchmark Assessment(s):**

- Objective Test – Teacher generated
- Essay – in-class timed writing analyzing literary devices in a given passage essay

**Resources/Materials:** Fitzgerald, F. Scott. *The Great Gatsby*. Simon and Schuster, 1993.

**Key Vocabulary:** allusion, alliteration, personification, simile, metaphor, polysyndeton, asyndeton, zeitgeist, synesthesia, characterization

**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Suggested Tasks/Activities:	Time frame (day(s) to complete)
<b>The American Dream</b>	<ul style="list-style-type: none"> <li>• analyze the state of the American Dream</li> <li>• evaluate own American Dream</li> </ul>	Defining the American Dream. View John Stossel 2:43 segment “Earned Success”. Discuss. Define initial version of American Dream, read Meacham and Kamp articles. Discuss. Read “Declaration of Independence”	1 week

	<ul style="list-style-type: none"> <li>comprehend reasons people achieve the American Dream</li> <li>comprehend limitations in achieving the American Dream</li> </ul>	and listen to Pres. Obama's acceptance speech. Discuss.	
<b>Variations on the American Dream</b>	<ul style="list-style-type: none"> <li>comprehend American Dream of all Americans</li> <li>analyze poetic devices</li> <li>American Dream</li> <li>evaluate interpretations and responses of poets to American Dream</li> <li>create own poem in response to selected poets</li> </ul>	Introduce poetry – Whitman, Hughes, and Alvarez. Discuss message, motifs, and poetic devices. Students create own poem in response.	2 days
<b>Literary Terms</b>	<ul style="list-style-type: none"> <li>comprehend literary devices</li> <li>synthesize knowledge of literary devices</li> </ul>	Slideshow: Introduce literary terms for the novel, and discuss methods authors use to develop tone, methods of characterization (direct, indirect, expository, dramatic, visual description/physical description, visual traits.), imagery, syntax, and diction, and unreliable narrator.	3 days
<b>Motivation</b>	<ul style="list-style-type: none"> <li>analyze character motivation</li> <li>evaluate setting as a character</li> <li>evaluate unreliable narrator</li> </ul>	In groups, analyze character motivations, setting, point of view	1 week
<b>Passage Literary Analysis Short Essay</b>	<ul style="list-style-type: none"> <li>analyze literary devices used to develop a tone in a passage</li> </ul>	Working in groups, analyze passages from the novel, identifying tone and methods of developing tone	1 week/ongoing
<b>Modern Connections</b>	<ul style="list-style-type: none"> <li>evaluate state of American dream today</li> <li>evaluate own definition of American dream</li> </ul>	Relating American Dream and corruption of American Dream to own life. View political cartoons and discuss state of today's American Dream.	1 week
<b>Magazine and News Project</b>	<ul style="list-style-type: none"> <li>comprehend newspaper article styles</li> <li>comprehend magazine article styles</li> <li>synthesize knowledge of history into magazine</li> <li>synthesize knowledge of Gatsby into magazine</li> </ul>	Writing newspaper articles. Analyze elements of different types of news and magazine articles. Write one article about one event in novel. Design a magazine covering the 1920s and events in the novel.	1 week
<b>In-Class Essay</b>	<ul style="list-style-type: none"> <li>synthesize knowledge of Gatsby</li> </ul>	Argumentative essay: Is Gatsby great?	3 days

**Teacher Notes:**

**Additional Resources**

Click links below to access additional resources used to design this unit:

Alvarez, Julia. "IIP Digital | U.S. Department of State." *I, Too, Sing America*. U.S. Department of State, 22 May 2008. Web. 25 June 2012.

<<http://iipdigital.usembassy.gov/st/english/publication/2008/06/20080625200016eaifas0.5940515.html>>.

Fitzgerald, F. Scott, and Matthew J. Bruccoli. *The Great Gatsby*. New York: Scribner, 1996. Print.

Luhrmann, Baz. *The Great Gatsby*. Amazon Prime Video, 2013.

Herbert, Bob. "Hiding From Reality." *The New York Times*. The New York Times, 20 Nov. 2010. Web. 09 July 2012.

<<http://www.nytimes.com/2010/11/20/opinion/20herbert.html>>.

Hughes, Langston. "I, Too." *Poets.org*. The Academy of American Poets, n.d. Web. 25 June 2012.

<<http://www.poets.org/viewmedia.php/prmMID/15615>>.

Jefferson, Thomas. "The Declaration of Independence." *USHistory.org*. Independence Hall Association, 1999. Web. 25 June 2012. <<http://www.ushistory.org/declaration/document/>>.

Kamp, David. "Rethinking the American Dream." *Vanityfair.com*. Vanity Fair, Apr. 2009. Web. 25 June 2012.

<<http://www.vanityfair.com/culture/features/2009/04/american-dream200904>>.

Meacham, Jon. "The American Dream: A Biography." *Time*. Time, 21 June 2012. Web. 25 June 2012.

<[http://www.time.com/time/specials/packages/article/0,28804,2117662\\_2117682\\_2117680,00.html](http://www.time.com/time/specials/packages/article/0,28804,2117662_2117682_2117680,00.html)>.

Obama, Barack. "Acceptance Speech." Democratic National Convention. Denver. Aug. 2008. Speech.

"People Like Us." *PBS*. PBS, n.d. Web. 09 July 2012. <<http://www.pbs.org/peoplelikeus/about/index.html>>

Stossel, John. "Earned Success." *20/20*. ABC. ABC, New York, NY, 24 Sept. 2010. Television.

Thomas, Cal. "Is the American Dream Over?" *Townhall.com*. N.p., 23 Nov. 2010. Web. 09 July 2012.

<[http://townhall.com/columnists/calthomas/2010/11/23/is\\_the\\_american\\_dream\\_over](http://townhall.com/columnists/calthomas/2010/11/23/is_the_american_dream_over)>.

Whitman, Walt. "I Hear America Singing." *Poets.org*. The Academy of American Poets, n.d. Web. 25 June 2012.

<<http://www.poets.org/viewmedia.php/prmMID/15752>>.

**Differentiation/Modification***Special Education Student/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

**UNIT 5****Overview****Content Area: Literature, Writing****Unit Title: The American Dream Redefined: The Harlem Renaissance****Grade Level: 11**

**Core Ideas:** Although the Harlem Renaissance raised many questions regarding boundaries and labels for both the place and the time that African American artists were “reborn,” it essentially examined the core concepts of the American Dream. The writers of the Harlem Renaissance challenged the American Dream by questioning exactly what hard work, courage, and determination can obtain. While the Harlem Renaissance produced writers of strong work ethic as well as those willing to challenge the strictures of society, their renaissance was the reshaping of what it means to be a black American. The collective voice of the Harlem Renaissance reshaped the faith of the American Dream by creating power through language and music.

**Standards (Content and Technology):**

<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLs)</b>	
RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	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 the text. RL.11-12.3. 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)
RL.11-12.3	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)
RL.11-12.4	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. (e.g., Shakespeare as well as other authors.)
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) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
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.
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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.

SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Career Readiness (9.2) Life Literacies and Key Skills (standards 9.1, 9.4)</b>	
9.4.12CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
<b>Computer Science and Design Thinking (standard 8)</b>	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
<b>Interdisciplinary Connection</b>	
6.1.12.History CC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
SS. 6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
<b>Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)</b>	
Use various resources from the New Jersey Amistad Commission Interactive Curriculum to enhance the discussion of the Harlem Renaissance and the experiences of enslaved people.	
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>● What is the American Dream?</li> <li>● How did the Harlem Renaissance help shape American culture?</li> <li>● How did the Harlem Renaissance redefine the American Dream?</li> <li>● How does Harlem as a living space encourage/break down the idea of the American Dream?</li> <li>● How do writers view Harlem as a land of dreams?</li> <li>● How do Harlem Renaissance authors portray the dreams and realities of African Americans in Harlem?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● The American Dream may not be attainable for all.</li> <li>● The arts reflect, as well as shape, a community and its culture.</li> <li>● A writer faces challenges or difficulties when writing for public that does not value his/her culture.</li> <li>● Writers, artists, and musicians reflect the collective voice of their communities.</li> </ul>
<b>Evidence of Learning</b>	

**Formative Assessments:**

- reading/dialectical journal
- imitate a poet's style in an original poem
- analyze Harlem Renaissance poem, identifying tone and literary devices
- open-ended free-writes (related pictorials &/or music)
- stems/quotes for reflective response
- class discussion
- exit responses
- group work observation
- comprehension quizzes

**Summative/Benchmark Assessment(s):**

- Poetry
- Multimedia presentation

**Resources/Materials****Key Vocabulary:** diaspora, Renaissance, free verse**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Suggested Tasks/Activities:</b>	<b>Time frame (day(s) to complete</b>
<b>What is the Harlem Renaissance ?</b>	<ul style="list-style-type: none"> <li>• analyze the state of the American Dream for African Americans</li> </ul>	Defining the Harlem Renaissance. Read Paul Lawrence Dunbar poetry.	2 days
<b>Poetry devices</b>	<ul style="list-style-type: none"> <li>• analyze poetry and poetic devices</li> <li>• apply interpretative reading strategies</li> </ul>	Introduce poetry of Langston Hughes, Countee Cullen, James Weldon Johnson, Claude McKay and poetic devices.	2 days
<b>Jazz and the Blues</b>	<ul style="list-style-type: none"> <li>• comprehend rise of jazz and the blues</li> </ul>	Jazz and Blues – Louis Armstrong, Duke Ellington, The Cotton Club	2 days
<b>Artists</b>	<ul style="list-style-type: none"> <li>• evaluate artists of Harlem Renaissance</li> </ul>	Harlem Renaissance Artists – Palmer Hayden, Jacob Lawrence, Aaron Douglas	2 days
<b>Life in the Harlem Renaissance</b>	<ul style="list-style-type: none"> <li>• compare writing of Harlem Renaissance writers to other American writers</li> <li>• analyze the effect of racism on the work of African-American writers</li> <li>• evaluate writers, artists, and musicians from the Harlem Renaissance</li> <li>• create multimedia presentation on Harlem Renaissance culture</li> </ul>	Multi-media presentation – life in Harlem during the Harlem Renaissance	1 week

**Teacher Notes:****Additional Resources**

*Click links below to access additional resources used to design this unit:*

Beers, G. Kylene. *Elements of Literature. Fifth Course Literature of the United States with Literature of the Americas.* Austin, TX: Holt, Rinehart and Winston, 2003. Print.

*The Gift: Ken Burns' Jazz, Part 2.* Dir. Ken Burns. PBS, 2000. DVD.

*Gumbo: Ken Burns' Jazz, Part 1.* Dir. Ken Burns. PBS, 2000. DVD.

**Differentiation/Modification Strategies**

*Special Education Student/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

**UNIT 6****Overview****Content Area: Literature, Writing****Unit Title: Research Paper - Argumentative Essay****Grade Level: 11**

**Core Ideas:** Research can be used to support, challenge, refine, and inspire personal ideas. Information to gain or expand knowledge can be acquired through a variety of sources. Using sources that are reliable result in convincing arguments. Research is powerful in persuading and communicating. Students will understand strategies of research and citation as well as how to conduct “conversations” with diverse sources. Students will understand ways to go beyond simple regurgitation of expert opinions and synthesis information into a coherent thesis of their own design.

**NJ Standards (Content and Technology):**

<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLs)</b>	
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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 overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Career Readiness (9.2) Life Literacies and Key Skills (standards 9.1, 9.4)</b>	
9.4.12CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
<b>Computer Science and Design Thinking (standard 8)</b>	
8.1.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
<b>Interdisciplinary Connection</b>	
6.1.12.CivicsD P.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
<b>Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)</b>	
Ongoing discussions of controversial issues, including reparations, removing Confederate monuments, transgenders athletes in order to find a topic for the argumentative research paper.	
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>● What makes an effective topic for research?</li> <li>● What characteristics make a source reliable and legitimate for research?</li> <li>● How can one sort and arrange information (using graphic organizers or outlines)?</li> <li>● When, how, and why does one give credit for information used?</li> <li>● How does a writer effectively use ethos, pathos, and logos in writing?</li> <li>● How does a writer use persuasive techniques in writing an argumentative essay?</li> <li>● What are the advantages of tailoring writing based on audience?</li> <li>● How can ideas from research be developed into an effective thesis?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● After reading various sources (including the primary source), researchers create a focus for further investigation.</li> <li>● Researchers investigate a variety of authoritative resources then follow MLA format to document these resources correctly.</li> <li>● Researchers create an organized notetaking system, outlines, and multiple drafts to effectively organize information.</li> <li>● Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> </ul>
<b>Evidence of Learning</b>	

<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Annotated Bibliography</li> <li>• Research Logs</li> <li>• Research paper proposal</li> <li>• Thesis statement evaluation</li> <li>• Rough draft</li> <li>• Works Cited</li> </ul> <p><b>Summative/Benchmark Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Final draft of research paper</li> </ul>
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<b>Resources/Materials:</b>	<b>Key Vocabulary:</b> annotated bibliography, thesis statement, research logs, ethos, logos, pathos, research logs, paraphrase, concession, refutation, topic sentence, line of reasoning
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### Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Suggested Tasks/Activities:	Time frame (day(s) to complete)
<b>Finding a Topic</b>	<ul style="list-style-type: none"> <li>• Comprehend reading</li> <li>• Evaluate pros and cons of topic</li> </ul>	Introduce research paper topics and requirements. Research possible topics for argumentative essay. List available in NYTimes.com; ProCon.org	3 days
<b>Working Bibliography</b>	<ul style="list-style-type: none"> <li>• Comprehend reading</li> <li>• Apply knowledge of MLA annotated bibliography</li> <li>• Synthesize knowledge of thesis statements</li> </ul>	Students created annotated bibliography with specific notes from each source on separate organizers. Students will develop a research proposal and thesis statement based on research.	1 week
<b>Research Logs</b>	<ul style="list-style-type: none"> <li>• Evaluate bias in writing</li> <li>• Synthesize reading and important points for essay</li> <li>• Evaluate information for strong quotes</li> </ul>	Students create outlines based on research.	2 weeks
<b>Rough Draft</b>	<ul style="list-style-type: none"> <li>• Synthesize knowledge of topic and argumentative essay writing</li> <li>• Apply knowledge of MLA format</li> <li>• Apply knowledge of using and embedding strong quotes</li> </ul>	Students will review correct MLA formatting, in-text citations, and works cited. Overview lesson on paraphrasing, summarizing, and quoting.	1 week
<b>Edit and Revise</b>	<ul style="list-style-type: none"> <li>• Evaluate peer's writing for strong quotes, grammar, and mechanics.</li> <li>• Synthesize knowledge of editing</li> </ul>	Peer editing and revision.	2 days

<b>Final Draft</b>	Synthesize knowledge of editing	Students submit final draft of paper.	1 week
<b>Teacher Notes:</b>			
<b>Additional Resources</b>			
<i>Click links below to access additional resources used to design this unit:</i>			
"Guide to Grammar and Writing." <i>Guide to Grammar and Writing</i> . Capital Community College Foundation, 2004. Web. 26 June 2012. < <a href="http://grammar.ccc.commnet.edu/grammar/">http://grammar.ccc.commnet.edu/grammar/</a> >.			
"The Online Writing Lab at Purdue (OWL)." <i>Purdue University Online Writing Lab (OWL)</i> . Purdue University, 1995. Web. 26 June 2012. < <a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a> >.			
Simmons, Robin L. "Grammar Bytes!" <i>Grammar Bytes! Grammar Instruction with Attitude</i> . N.p., 1997. Web. 26 June 2012. < <a href="http://www.chompchomp.com/">http://www.chompchomp.com/</a> >.			
<b>Differentiation/Modification Strategies</b>			
<i>Special Education Student/504</i>		<i>At-Risk Students</i>	
<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>● Accept participation at any level, even one word</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>		<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	
<i>English Language Learners</i>		<i>Gifted and Talented Students</i>	
<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Accept participation at any level, even one word</li> </ul>		<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	

**UNIT 7****Overview****Content Area: Literature, Writing****Unit Title: *Fahrenheit 451*: Social Control and the Individual****Grade Level: 11**

**Core Ideas:** “For some of us, books are as important as almost anything else on earth. What a miracle it is that out of these small, flat, rigid squares of paper unfolds world after world after world, worlds that sing to you, comfort and quiet or excite you. Books help us understand who we are and how we are to behave.” Anne Lamott

Neil Gaiman calls this a “book of warning,” which emphasizes why this book is so important--its place in literature as speculative fiction takes the role of exposing the truths and struggles of the present through the lens of the future. *Fahrenheit 451* is relevant to our culture in many different ways. The book deals with beliefs that led to the Salem Witch Trials, McCarthyism, hysteria around xenophobia, and censorship. In this unit on *Fahrenheit 451*, we will be focusing on the topic of social control. Social control includes topics such as: totalitarianism, alienation, individual struggle to find meaning in life, loss of human feeling, unthinking acceptance, and the stifling of intellectual freedom.

**Standards (Content and Technology)**

<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSL)</b>	
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
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.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	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 the text. RL.11-12.3. 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)
RL.11-12.3	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)
RL.11-12.4	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. (e.g., Shakespeare as well as other authors.)
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) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
W.11-12.2	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.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
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.
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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.
SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Career Readiness (9.2) Life Literacies and Key Skills (standards 9.1, 9.4)</b>	
9.4.12CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
<b>Computer Science and Design Thinking (standard 8)</b>	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
<b>Interdisciplinary Connection</b>	
6.1.12.History CC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

Ongoing discussions of impact of McCarthyism on LGBTQ community: Allen Ginsberg, Jack Kerouac, Lawrence Ferlinghetti, William Burroughs, Lucien Carr.

**Unit Essential Question(s):**

- What is the power of story?
- What effect does social control have on the individual?
- Why are books important in society?
- Are there any reasons to ban a book?
- Are we living in a dystopia?
- What is the impact of technology and media on today's society?
- Are there other ways of keeping ignorance than book burning?
- Why burn books if nobody is reading them?
- Why is the written word important to society?
- How does the First Amendment relate to this novel?
- What can the study of literature tell us about our culture and society?

**Unit Enduring Understandings:**

- Humans can have a lust for power and control.
- Humans are capable of reaching great heights as well as great depths.
- Societies create mechanisms to deal with natural human desires.
- Power can corrupt humans.
- Humans have essential qualities inherent to human nature that can be judged as either powerfully good or powerfully bad.
- It's dangerous to give up personal freedoms.
- Ignorance and conformity can be dangerous when a society requires them at the expense of individuality and the pursuit of knowledge.
- Technology can be dangerous in society.

**Evidence of Learning****Formative Assessments:**

- reading/dialectical journal
- open-ended free-writes (related pictorials &/or music)
- stems/quotes for reflective response
- class discussion
- exit responses
- Dystopian World Brochure
- Hexagonal Thinking
- One-Pager
- comprehension quizzes

**Summative/Benchmark Assessment(s):**

- Objective Test – Teacher generated
- Argumentative Essay

**Resources/Materials:**

Bradbury, Ray. [\*Fahrenheit 451\*](#). Simon & Schuster, 2012.

**Key Vocabulary:** dystopia, McCarthyism, Space Race, conformity, censorship, alienation, dehumanizing effect of technology, social control and self-censorship

**Suggested Pacing Guide**

Lesson Name/Topic	Lesson Objective(s)	Suggested Tasks/Activities:	Time frame (day(s) to complete)
<b>What is a dystopia?</b>	<ul style="list-style-type: none"> <li>• Comprehend knowledge of dystopia and reading</li> </ul>	Define Dystopia, read "Standing Woman" and complete study guide	2 days
<b>Create your own Dystopian World</b>	<ul style="list-style-type: none"> <li>• Comprehend knowledge of dystopia</li> <li>• Apply knowledge of dystopia</li> </ul>	Complete dystopian society project.	4 days
<b>Ray Bradbury and 1950s history</b>	<ul style="list-style-type: none"> <li>• Comprehend knowledge of Bradbury's life, influences and writings</li> </ul>	Intro to novel and history	3 days

	<ul style="list-style-type: none"> <li>Comprehend 1950s history</li> </ul>		
<b>Reading</b>	<ul style="list-style-type: none"> <li>Comprehend knowledge of reading</li> </ul>	Read/listen to novel and complete study guides.	2 weeks
<b>Censorship</b>	<ul style="list-style-type: none"> <li>Synthesize knowledge of reading and modern world</li> </ul>	Read article on book banning today. Discuss	2 days
<b>One Pager</b>	<ul style="list-style-type: none"> <li>Synthesize knowledge of reading</li> </ul>	Complete One-Pager of important events in section 1.	2 days
<b>Hexagonal Thinking</b>	<ul style="list-style-type: none"> <li>Synthesize knowledge of reading</li> </ul>	Complete hexagonal thinking and write one paragraph essay	2 days
<b>Burning a Book</b>	<ul style="list-style-type: none"> <li>Evaluate connection of poem to novel</li> </ul>	Read "Burning a Book" and discuss theme. Connect to novel	1 day
<b>Essay</b>	<ul style="list-style-type: none"> <li>Synthesize knowledge of novel and writing</li> </ul>	In-class essay: Trace Montag's development in a hero's journey	2 days

**Teacher Notes:****Additional Resources**

Click links below to access additional resources used to design this unit:

[Audiobook](#)

**Differentiation/Modification Strategies***Special Education Student/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

**UNIT 8****Overview****Content Area: Literature, Writing****Unit Title:** War – What Is It Good for? *The Things They Carried***Grade Level: 11**

**Core Ideas:** In this unit, students will explore the way perspective alters and skews truth in order to achieve an author’s overarching goal of “making things present,” to have readers feel on a deeper level what the main character is feeling, and ultimately for readers “to know why story-truth is truer sometimes than happening-truth.” Through a series of lessons that are targeted on “story truth” versus “facts”, perspective, and the role of truth in fiction, students will be asked throughout the unit to synthesize what they are learning in a series of personal essays, constructing “truthful” stories of their lives – personal accounts of an event, where, how, and why this event is important to them, and what it reveals about them.

**Standards (Content and Technology)**

<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLs)</b>	
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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	Describe and evaluate the reasoning in seminal U.S. and global 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).
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	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 the text. RL.11-12.3. 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)
RL.11-12.3	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)
RL.11-12.4	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. (e.g., Shakespeare as well as other authors.)
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) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
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.
SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>Career Readiness (9.2) Life Literacies and Key Skills (standards 9.1, 9.4)</b>	
9.4.12CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
<b>Computer Science and Design Thinking (standard 8)</b>	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
<b>Interdisciplinary Connection</b>	
SS.6.2.12.A.2. b.	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
<b>Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)</b>	
Ongoing discussions of the effect of PTSD on soldiers returning from war. Ongoing discussion of veterans with physical disabilities as a result of war injuries – during the Vietnam War and today.	
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>Can a photograph provide a truthful depiction of a person’s experience?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Emotional truth is individual since we each have our own experiences.</li> </ul>

- Can a story convey the truth of an experience?
- Can one tell a true war story?
- How does one’s war experience/experience in general, work to create PTSD?
- Does a story written with verisimilitude paradoxically allow a more real depiction of a person’s experience? How so?
- How do your personal priorities in life change when you encounter life or death situations?
- What defines an honorable/admirable person in the face of extreme danger?
- How do life or death situations influence your perception of the world?
- How do the lies of fiction reveal the truths of humanity? How can the falsification of a story help increase its truth? Why do we tell stories?
- How does O’Brien define a “true war story”? How do you as a reader distinguish between fact and fiction in this text?
- What is the novel’s message about the effects of war on the individual/ on society? How can the lessons of Vietnam inform our world today?
- How do the stylistic devices used by O’Brien help to convey the novel’s themes? What images, themes, or symbols do you see repeated in the text? What is the significance of these repeated images, themes or symbols? Why does O’Brien use repetition?
- How do stories about Vietnam complicate or contradict notions about America and the American Dream?
- What are the psychological impacts of war?

- Fiction includes and draws upon elements of truth, just as truth can become fiction based on our personal experiences.
- In fiction, truth is not a matter of fact but instead how one perceives and experiences truth.
- There are multiple alternative truths to every historical event.
- Story telling/re-telling is a societal and cultural need in order to make sense of our existence and experience in the world.

**Evidence of Learning**

**Formative Assessments:**

- Quizzes
- Worksheets
- Project assessments
- Article summaries
- Notebook assessments
- Responses to discussion questions
- Imitate author’s writing style
- Multi-media presentation

**Summative/Benchmark Assessment(s):**

- Objective Test – Teacher generated
- Essay –Personal narrative essay
- Graffiti Response Journal assessments. *Students are asked to keep their general thoughts and reactions to The Things They Carried in a response journal where they are encouraged to be creative in how they respond (drawing, sketches, poems...). Along with their daily assigned reading, the teacher will also give students a short prompt to respond in their journals based on that day’s discussion, which will be checked and collected periodically for a homework grade.*

**Resources/Materials:** O’Brien, Tim. *The Things They Carried*. Houghton Mifflin, 1990.

**Key Vocabulary:** magic realism, emotional truth, semi-autobiographical narrative

## Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Suggested Tasks/Activities:	Time frame (day(s) to complete)
What do we carry?	<ul style="list-style-type: none"> <li>Evaluate our own burdens</li> </ul>	Physical, emotional, and psychological burden of the things we carry and themes in <i>The Things They Carried</i> .	2 days
History of 1960s and Vietnam War	<ul style="list-style-type: none"> <li>Identify the impact of war on the lives of - returning soldiers. in literature.</li> <li>Comprehend facts of the Vietnam War and its effect on the American psyche.</li> </ul>	Background of Vietnam War and 1960's America and the effects of war on soldiers, their families, and society.	2 days
Reading Comprehension	<ul style="list-style-type: none"> <li>Apply knowledge of motifs, stylistic devices, and themes in literature.</li> </ul>	Read select stories and discuss emotional truth vs. factual truth	3 weeks
Methods of narration	<ul style="list-style-type: none"> <li>Analyze visual rhetoric.</li> </ul>	Visual rhetoric. View photo essays and identify "story" of each photo and methods of revealing story.	1 day
Establishing Voice	<ul style="list-style-type: none"> <li>Analyze word choices and syntax in writing.</li> <li>Synthesize word choice and syntax in own writing.</li> </ul>	Establishing voice in writing. Analyze O'Brien's writing style.	2 days
Memorial Day	<ul style="list-style-type: none"> <li>Comprehend facts of the MP soldiers' lives at MPHS and in Vietnam War. Synthesize important elements of soldier's lives.</li> </ul>	Research one MP Vietnam War soldier and create poster in his honor.	1 week
Personal Narrative	<ul style="list-style-type: none"> <li>Synthesize elements of personal narrative</li> </ul>	Writing the personal narrative/college application essay.	1 week

**Teacher Notes:****Additional Resources**

Click links below to access additional resources used to design this unit:

*The Abandoned Field: Free Fire Zone*. Dir. Hồng Sênh. Nguyễn. Perf. Toi Lam and Thuy An Nguyen. Vanguard Cinema, 1979. DVD.

Alvarez, Lizette, and Andrew W. Lehren. "Six of the Fallen, in Words They Sent Home." *The New York Times*. 25 Mar. 2008. Web. 10 July 2012. <<http://www.nytimes.com/2008/03/25/us/25dead.web.html?pagewanted=all>>.

Department. "The Things They Carry." *Time*. 20 Nov. 2006. Web. 10 July 2012.

<http://www.time.com/time/magazine/article/0%2C9171%2C1558328%2C00.html>

Filkins, Dexter. "The Shrine Down The Hall: Photo Essay." *The New York Times*. 21 Mar. 2010. Web. 10 July 2012. <[http://www.nytimes.com/2010/03/21/magazine/21Gilbertson-t.html?\\_r=1](http://www.nytimes.com/2010/03/21/magazine/21Gilbertson-t.html?_r=1)>.

Gilbertson, Ashley. "The Shrine Down the Hall." *The New York Times*. 18 Mar. 2010. Web. 10 July 2012.

<<http://www.nytimes.com/interactive/2010/03/21/magazine/20100321-soliders-bedrooms-slideshow.html>>.

*The Green Berets*. Dir. Ray Kellogg. Perf. John Wayne and David Janssen. Warner Home Video, 1968. DVD.

O'Brien, Tim. *The Things They Carried: A Work of Fiction*. Boston: Houghton Mifflin, 1990. Print.

*Special Education Student/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement