

Michigan Merit Curriculum

Course/Credit Requirements



ENGLISH LANGUAGE ARTS • GRADE 10

A N C E • **R I G O R** • R E L E V A N C E • R E L A T I O N S H I P S • R I G O
S H I P S • R E L A T I O N S H I P S • R I G O R • **R E L E V A N C E** • R I
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1 Credit





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Welcome

This guide was developed to assist teachers in successfully implementing the Michigan Merit Curriculum. The identified content expectations and guidelines provide a useful framework for designing curriculum, assessments and relevant learning experiences for students. Through the collaborative efforts of Governor Jennifer M. Granholm, the State Board of Education, and the State Legislature, these landmark state graduation requirements are being implemented to give Michigan students the knowledge and skills to succeed in the 21st Century and drive Michigan's economic success in the global economy. Working together, teachers can explore varied pathways to help students demonstrate proficiency in meeting the content expectations and guidelines.

Curriculum Unit Design

One of the ultimate goals of teaching is for students to acquire transferable knowledge. To accomplish this, learning needs to result in a deep understanding of content and mastery level of skills. As educational designers, teachers must use both the art and the science of teaching. In planning coherent, rigorous instructional units of study, it is best to *begin with the end in mind*.

Engaging and effective units include

- appropriate content expectations
- students setting goals and monitoring own progress
- a focus on big ideas that have great transfer value
- focus and essential questions that stimulate inquiry and connections
- identified valid and relevant skills and processes
- purposeful real-world applications
- relevant and worthy learning experiences
- varied flexible instruction for diverse learners
- research-based instructional strategies
- explicit and systematic instruction
- adequate teacher modeling and guided practice
- substantial time to review or apply new knowledge
- opportunities for revision of work based on feedback
- student evaluation of the unit
- culminating celebrations

Relevance

Instruction that is clearly relevant to today's rapidly changing world is at the forefront of unit design. Content knowledge cannot by itself lead all students to academic achievement. Classes and projects that spark student interest and provide a rationale for why the content is worth learning enable students to make connections between what they read and learn in school, their lives, and their futures. An engaging and effective curriculum provides opportunities for exploration and exposure to new ideas. Real-world learning experiences provide students with opportunities to transfer and apply knowledge in new, diverse situations.

Student Assessment

The assessment process can be a powerful tool for learning when students are actively involved in the process. Both assessment *of* learning and assessment *for* learning are essential. Reliable formative and summative assessments provide teachers with information they need to make informed instructional decisions that are more responsive to students' needs. Engagement empowers students to take ownership of their learning and builds confidence over time.

Sound assessments

- align with learning goals
- vary in type and format
- use authentic performance tasks
- use criteria scoring tools such as rubrics or exemplars
- allow teachers and students to track growth over time
- validate the acquisition of transferable knowledge
- give insight into students' thinking processes
- cause students to use higher level thinking skills
- address guiding questions and identified skills and processes
- provide informative feedback for teachers and students
- ask students to reflect on their learning

Introduction to English Language Arts

The English Language Arts Standards are built upon the expectation that students will engage in broad reading and writing experiences to encompass literary texts, nonfiction literary texts, and other informational texts. The High School Content Expectations incorporate a new emphasis on informational text comprehension and workplace reading and writing skills. They are organized into four strands, 14 standards, and 91 expectations. The skills and content addressed in these expectations will, in practice, be woven together into a coherent, integrated English language arts curriculum. The language arts processes are recursive* and reinforcing; students learn by engaging in and reflecting on these processes at increasingly complex levels over time.

Students will develop effective communication and literacy skills through rigorous and relevant units of instruction and engaging learning experiences by focusing on four key dispositions:

- Inter-Relationships and Self-Reliance
- Critical Response and Stance
- Transformational Thinking
- Leadership Qualities

English Language Arts Grade 10 Goal Statement

The goal for English Language Arts 10 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 10, students will add to the list of various genre of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. Tenth graders will connect with and respond to texts through critical response and stance. They will learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, social action and appropriate use of power. Critical Response and Stance offers students the lens to assess and modify their beliefs, views of the world, and how they have power to impact them.

*Recursive is used in the context of the ELA HSCE as describing language arts processes as being addressed repeatedly and at increasingly complex levels throughout the units and lessons from grade 9 to grade 12.

High School Content Expectation Codes

To allow for ease in referencing expectations each English Language Arts expectation has been coded by strand, standard, and expectation.

For example:

CE2.1.6	{	CE2: Reading, Listening, and Viewing strand
		CE2.1: Standard 1 of the Reading, Listening, and Viewing strand
		CE2.1.6: 6th expectation of Standard CE2.1

Organizational Structure

STRAND 1 Writing, Speaking, and Expressing	STRAND 2 Reading, Listening, and Viewing
STANDARDS (and number of core expectations in each standard)	
1.1: Writing Process (8) 1.2: Personal Growth (4) 1.3: Purpose and Audience (9) 1.4: Inquiry and Research (7) 1.5: Finished Products (5)	2.1: Strategy Development (12) 2.2: Meaning Beyond the Literal Level (3) 2.3: Independent Reading (8)
STRAND 3 Literature and Culture	STRAND 4 Language
STANDARDS (and number of core expectations in each standard)	
3.1: Close Literary Reading (10) 3.2: Reading and Response <i>(varied genres and time periods)</i> (5) 3.3: Text Analysis (6) 3.4: Mass Media (4)	4.1: Effective Use of the English Language (5) 4.2: Language Variety (5)

CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS

- 1.1 Understand and practice writing as a recursive process.
- 1.2 Use writing, speaking, and visual expression for personal understanding and growth.
- 1.3 Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose.
- 1.4 Develop and use the tools and practices of inquiry and research — generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
- 1.5 Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work.
- 2.1 Develop critical reading, listening, and viewing strategies.
- 2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level.
- 2.3 Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
- 3.1 Develop the skills of close and contextual literary reading.
- 3.2 Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genre representing many time periods and authors.
- 3.3 Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
- 3.4 Examine mass media, film, series fiction, and other texts from popular culture.
- 4.1 Understand and use the English language effectively in a variety of contexts and settings.
- 4.2 Understand how language variety reflects and shapes experience.

HIGH SCHOOL ENGLISH LANGUAGE ARTS UNIT FRAMEWORK FOR GRADES 9-12

Michigan teachers designed the thematic units of instruction described in this booklet. Together the newly developed units meet all of the English Language Arts High School Content Expectations. They exemplify the high standards of rigor and relevance required for post secondary success. Using the framework of common features and the models as guides, teachers will develop their own thematic units of instruction.

The units use complex anchor and linking texts to teach the content expectations and to make connections that lead to the dispositions: Inter-Relationships and Self-Reliance, Critical Response and Stance, Transformational Thinking, and Leadership Qualities.

The units are designed to take advantage of what each text offers for meeting the expectations, including opportunities for direct instruction of text characteristics and features, reading and writing strategies, critical thinking, building of historical background knowledge, and On-Going Literacy Development including vocabulary and grammar.

The framework includes

- Themes, Dispositions and Essential Questions
- Literary Genre Focus/Anchor Texts, Linking Texts
- Literary Analysis and Genre Study
- Reading, Listening, Viewing Strategies and Activities
- Writing, Speaking, Expressing Strategies and Activities
- On-Going Literacy Development

Unit Framework Alignment with ELA Expectations

The chart below indicates where each of the 91 expectations is addressed in which section(s) of the unit framework.

SECTIONS	EXPECTATIONS
Dispositions, Big Ideas and Essential Questions	2.2.2, 2.3.4-2.3.7, 3.1.9, 3.1.10, 3.2.4, 3.2.5, 3.3.2
Literary Genre Focus/Anchor Text	2.1.6, 2.3.1, 2.3.2, 2.3.3, 3.2.1 - 3.2.3, 3.3, 3.4.1 - 3.4.4
Linking Texts	3.1.5, 3.1.6, 3.4.2
Genre Study and Literary Analysis	2.1.2, 2.1.4 - 2.1.6, 2.1.8 - 2.1.19, 3.1.1 - 3.1.10, 3.2.1 - 3.2.3, 3.3.1 - 3.3.6, 3.4.1, 3.4.2, 3.4.4, 4.2.1 - 4.2.5
Reading , Listening, and Viewing	2.1.1 - 2.1.10, 2.2.1 - 2.2.3, 2.3.7, 2.3.8, 3.4.1, 3.4.2, 3.4.4, 4.2.1 - 4.2.5
Writing, Speaking, and Expressing	1.1.1-1.1.8, 1.2.1- 1.2.3, 1.3.1-1.3.9, 1.4.1-1.4.7, 1.5.1-1.5.5, 2.1.7, 2.1.11, 2.1.12, 2.3.5-2.3.8, 3.2.4, 3.2.5, 3.4.3, 4.1.1, 4.1.3, 4.1.4, 4.2.2, 4.2.4
Ongoing Literacy Development	1.1.7, 1.2.2, 1.2.4, 2.1.3, 2.2.2, 2.3.5, 2.3.6, 2.3.8, 4.1.1, 4.1.2, 4.1.5

Dispositions and Essential Questions

9th Grade Focus

Inter-Relationships & Self-Reliance

- Who am I?
- How do my skills and talents help to define me?
- How do I relate to my family, my community, and society?
- How do I build networks of people to support me?
- How am I a reflection of my relationships?
- How do my relationships within and across groups affect others?
- What influence do class, religion, language, and culture have on my relationships and my decisions?
- What can I contribute as an individual?
- What is my responsibility to society?
- How do I see my beliefs reflected in government policies and by politicians?

10th Grade Focus

Critical Response and Stance

- How can I discover the truth about others?
- What sacrifices will I make for the truth?
- What criteria do I use to judge my values?
- How will I stand up for what I value?
- What can I do to realize my dreams or visions for the future?

- How do I handle others' points of view?
- What role does empathy play in how I treat others?
- What power do I have as an individual to make positive change?
- How do I respond to improper use of power?
- How do I determine when taking social action is appropriate?
- What voice do I use to be heard?

11th Grade Focus

Transformational Thinking

- How can forward thinking help me make better decisions?
- How do I develop a realistic plan for the future?
- What evidence do I have that I am committed to learning?
- How do I build a context for change in my life?
- When is loyalty to myself more important than loyalty to a friend?
- How will I know when to risk failure for possible success?
- How do I demonstrate that I am open-minded enough to learn from my experiences?
- How can I generate new ideas for solving problems?
- How can I invent new opportunities?
- What are the tradeoffs for technological advances?
- Which decisions I make today will affect me for my entire life?
- Where will I find wisdom?

12th Grade Focus

Leadership Qualities

- How do I know if I am developing the academic skills that I will need in my future life?
- What rules or principles do I use for how I treat others?
- What responsibility do I have to society?
- How do I resolve my responsibilities to myself with those to my family members, my school, community, and world?
- How can I effectively articulate my opinions and perspectives?
- Who is in a position to help me affect change?
- What can I do to avoid repeating mistakes made in history?
- What leadership skills have I developed?
- What leadership qualities will I need to take with me from high school?
- What qualities define a good world citizen?
- How can I create the world I want to live in?
- How can I use my talents to create new opportunities for myself and for others?

Literary Genre Focus/Anchor Texts

Narrative Text/Fiction (NT)

- Novels, short stories, drama, poetry, (allegory, satire, parody)

Literary Nonfiction (LNF)

- Essays, memoirs, biographies, commentaries, advertising, letters

Informational/Expository Text (IT)

- Historical documents, essays, literary analyses, speeches, research/technical reports, textbooks, technical manuals, letters, proposals, memos, presentations, legal documents, Internet sources, newspapers, magazines propaganda, articles, reference tools

Media

- Movie clips, multimedia presentations, blogs, webpages, music, works of art, digital stories, advertisements, multimedia genre, video streaming

Characteristics of Complex Text as defined by ACT:

Relationships: Interactions among ideas or characters in the text are subtle, involved, or deeply embedded.

Richness: The text possesses a sizable amount of highly sophisticated information conveyed through data or literary devices.

Structure: The text is organized in ways that are elaborate and sometimes unconventional.

Style: The author's tone and use of language are often intricate.

Vocabulary: The author's choice of words is demanding and highly context dependent.

Purpose: The author's intent in writing the text is implicit and sometimes ambiguous.

Linking Texts

Linking text should reflect one or more of these characteristics and lead to the identified disposition:

- Discrepant text that results in seeing the big idea from a totally different perspective
- Different genre or medium that mirrors the theme or big idea of the anchor text in another form
- Supporting text that extends or embellishes the big ideas or themes in the anchor text
- Text connected to the anchor text at an abstract level

Genre Study and Literary Analysis

Narrative Text

Characteristics

- Literary elements defined in detail and modeled in the context of the literature
- Literary analysis:
 - Literal (What does the text say?)
 - Figurative (How does it say it?)
 - Interpretation (What does it mean?)
 - Allusion/Wisdom (Why does it matter?)
- Literary devices
- Literary forms: allegory, satire, parody

Historical/Cultural Considerations

- Literary movements and periods (American and British)
- Knowledge of American minority literature

- Knowledge of world literature
- Context in which literary works were produced
- Significance of work today and when written

Critical perspectives

- Potential for bias
- Critical perspectives within and across text
- Critical stance and response
- Literary judgment

Informational Text

Organizational patterns

- Compare/contrast
- Cause/effect
- Problem/solution
- Fact/opinion
- Theory/evidence

Features

- Information in sidebars (tables, graphs, statistical evidence) related to text
- Outline of thesis and supporting details using titles, headings, subheadings, and sidebars
- Selected format (e.g., brochure, blogs) to influence the message

Media Features

- Camera and lighting
- Color and special effects
- Music

Reading, Listening/ Viewing Strategies and Activities

Comprehension Strategies

- access prior knowledge
- determine importance
- make connections
- make inferences
- monitor comprehension
- annotate
- ask questions
- clarify
- compare
- critique
- predict
- reflect
- summarize
- synthesize
- visualize

Comprehension Activities

- Explicit instruction on comprehension strategy use
- Focus questions for use in instruction
- Graphic organizers to identify structures, audience, and content
- Advance organizers
- Opportunities for students to make thematic and real-life connections

Critical Reading, Listening and Viewing Strategies

Literary Text

- Consider themes, different points of view, and characterization within and across text
- Describe the impact of setting and characters on plot and themes
- Consider the political assumptions underlying the text and the impact of the work on society
- Analyze literal meaning, author's craft, and interpretation
- Discover and transfer abstract themes and big ideas to new situations

Informational/Expository Text

- Find the potential theses and supporting details
- Determine level(s) of relevance
- Assess statements and arguments
- Consider potential for bias
- Look for evidence to support assumptions and beliefs
- Find validity of facts in source material
- Discover and transfer abstract themes and big ideas into new situations

Vocabulary Strategies

- Define in context unfamiliar words, specialized vocabulary, figurative language, and technical terms
- Identify how common phrases (e.g., oxymoron, hyperbole) change meaning
- Recognize and use roots, affixes, and word origins
- Restate definition or example in own words
- Create a graphic representation of terms
- Compare/classify terms

Response to Reading, Listening, and Viewing Activities

- cross-text comparison writing or speaking
- critical response journals
- quotation notebooks
- critique of speech, presentation, or performance
- note taking/study guide

Writing, Speaking, and Expressing

Writing and Speaking Modes of Communication

Narrative Text/Fiction (NT)

- poetry
- drama
- creative fiction

Literary Nonfiction (LNF)

- creative nonfiction
- autobiography/biography/memoir
- critical/analytical response to literature
- diary and journal
- goal setting
- letter to the editor
- personal narrative
- reflective essay
- speech
- summary
- writing portfolio reflection

Informational Expository (IT)

- argumentative essay
- business letter
- comparative essay
- descriptive essay
- exploratory essay/research brief
- feature news article
- literary analysis essay
- magazine article
- multi-genre report
- persuasive essay
- proposal
- research report
- resume
- work-related text
- summary/note taking
- constructed response
- other informational writing

Media

- blog
- digital story telling
- multi-media presentation
- webpage

Speaking Activities

- response groups
- work teams
- discussion groups
- committee participation
- book talks
- literature circles
- formal presentations
- multi-media presentations

Writing, Speaking, and Expressing Strategies and Activities

Writing Process Strategies

- Utilize the writing process
- Peer edit with questions
- Revise using checklist and scoring rubric
- Revise grammar in context
- Revise to the assigned standard
- Use exemplars as models for finished products
- Analyze writing using protocols: holistic, analytic, and trait-scoring

Writing Activities

- writing to learn
- writing to demonstrate learning
- authentic writing

Research and Inquiry Process Activities

- Use research to solve problems, provide criteria, and generate new knowledge
- Engage in ethical, credible and reliable research
- Develop a research plan and carry it out
- Generate topics, seeking information from multiple perspectives and sources
- Analyze information for relevance, quality, and reliability
- Connect the information to present a coherent structure and argument
- Select modes of presentation
- Recognize the contribution to collective knowledge

Speaking, Listening, Viewing Strategies

- Lead and participate in discussions
- Apply presentation skills and protocols
- Plan based on audience and purpose
- Share, acknowledge, and build on one another's ideas
- Consolidate and refine thinking
- Evaluate the quality and relevance of the message
- Use feedback to improve effectiveness
- Advocate for ideas
- Listen with empathy
- Use techniques and media to enhance and enrich your message

On-Going Literacy Development

Student Goal Setting and Self Evaluation Strategies

- Assume ownership of academic literacy progress
- Use criteria and standards to analyze work
- Assess achievement over time
- Respond to constructive feedback
- Set new literacy goals

Daily Fluency Development Activities

Reading

- personal choice
- partner reading
- choral reading

Writing

- quickwrites
- response to literature

Vocabulary Development, Grammar Skills, and Writing Strategies

- Attend to focused skill lessons
- Practice until mastery
- Apply in context

Quantity, variety and frequency of materials to be read, written about, and discussed by students

The following are recommendations from High Schools That Work and ACT's "On Course for Success."

All students should complete a rigorous English language arts curriculum in which they

- Read 8–10 books and demonstrate understanding
- Write short papers (1-3 pages) weekly that are scored with a rubric
- Write 4 formal essays per quarter
- Write a major research paper annually
- Speak or present 3 to 5 times per year
- Discuss or debate topics monthly
- Take and organize notes weekly
- Maintain a portfolio of personal reading and writing

Literature selections included in the model units represent recommendations, not requirements. Decisions regarding required literature are left to individual school districts.

Model Unit Outline for Grade 10 ELA

DISPOSITION: CRITICAL RESPONSE AND STANCE

FOCUS: AMERICAN LITERATURE

MODEL UNIT 10.1: AMERICAN POST WORLD WAR II DRAMA

Genre/Period

historical drama, political allegory, American Colonial poetry, American Renaissance poetry and essays, Romanticism, Post World War II drama, magazine article, media clip, biography and autobiography, persuasive essay, literary critique

Focus/Big Ideas

power of the individual, individual vs. government or religious authority, individuals as members of a community, willingness to make sacrifices for the truth, dealing with powerful accusers, Puritanism, resentment, hysteria, hypocrisy

MODEL UNIT 10.2: CONTEMPORARY REALISTIC FICTION, NOVEL, SATIRE

Genre/Period

novel, American Renaissance literature, Romanticism, Transcendentalism, Realism, Naturalism, Picaresque genre, satire, historical fiction, author study of Mark Twain, editorial, news article, critical analysis essay, feature video, political cartoons, satire in the media, literary nonfiction

Focus/Big Ideas

integrity, discovering the truth, courage, freedom, nobility, satire, American culture in the mid-1800s, forces of change, and democratic theories of life, liberty, and the pursuit of happiness

MODEL UNIT 10.3: CONTEMPORARY REALISTIC FICTION, PROTEST WRITING AND THE GREAT DEPRESSION

Genre/Period

novel, memoir, drama, movie, poetry, music lyrics, Literary Modernism, political and social protest writing, author study of John Steinbeck, informational articles, essays, speech, business proposal

Focus/Big Ideas

relationships, balance, mutualism, the New Deal, the Great Depression, social justice

MODEL UNIT 10.4: HARLEM RENAISSANCE AND POST WORLD WAR II AMERICAN DRAMA

Genre/Period

drama, movie script, poetry, Harlem Renaissance literature, author study of Langston Hughes, self-help, informational text, speech, primary source material, internet postings

Focus/Big Ideas

dreams, vision, stereotyping, human motivation, social equality, fighting racial discrimination, importance of family

MODEL UNIT 10.1: AMERICAN POST WORLD WAR II DRAMA

Big Ideas/Themes Essential Questions

Big Ideas

- powers of the individual, individual vs. government or religious authority, individuals as members of a community, willingness to make sacrifices for the truth, dealing with powerful accusers, Puritanism, resentment, hysteria, hypocrisy

Themes

- Literature can be used to strengthen the individual and regain power from those who would use it for their own purposes.
- Truth has no meaning when men believe only what they want to believe.

Essential Questions

- What is the importance of individuality?
- How can people use their power to make a difference in their lives and the lives of others?
- What are the risks and rewards of using the power of the individual?

Quotations

“The closer a man approaches tragedy the more intense is his concentration of emotion upon the fixed point of his commitment, which is to say the closer he approaches what in life we call fanaticism.” –Arthur Miller

“Whatever hysteria exists is inflamed by mystery, suspicion and secrecy. Hard and exact facts will cool it.” –Elia Kazan

“I am not sure what *The Crucible* is telling people now, but I know that its paranoid center is still pumping out the same darkly attractive warning that it did in the fifties.” –Arthur Miller

Literary Genre Focus/Anchor Texts

Narrative Text

Drama

The Crucible, Arthur Miller

Informational Text

Essay

“The Dying Girl That No One Helped,” Loudon Wainright

Persuasive Essay

“Civil Disobedience”
Henry David Thoreau

Media

Movie *Power of One*
[www.caringstrangers.com/
powerofone.htm](http://www.caringstrangers.com/powerofone.htm)

Linking Texts/Media

Media

Goodnight and Good Luck

“I am only one person; I don’t matter very much.”

“We will not walk in fear of one another.”

Hotel Rwanda video

Valentina’s Nightmare
[www.pbs.org/wgbh/pages/
frontline/shows/Rwanda](http://www.pbs.org/wgbh/pages/frontline/shows/Rwanda)

A&E documentary: *A Son’s Confession*

excerpts from *The Crucible*
Hytner, director, Day-Lewis, Allen, Ryder

Texts

“Why I Wrote *The Crucible*: An Artist’s Answer to Politics” by Arthur Miller

[www.newyorker.com/printables/
archive/020422fr_archive02](http://www.newyorker.com/printables/archive/020422fr_archive02)

Timebends: A Life

Arthur Miller

Autobiography

Informational Text on Joseph McCarthy such as:

“Twentieth-Century Witch-Hunter: Joseph R. McCarthy”

“Reply to McCarthy” Owen Lattimore

“Miller Reacts to a Witch-Hunt”

Poetry

“The Road Not Taken”

Robert Frost

Poetry of Taylor, Bradstreet, Bryant, Longfellow, Poe

Speeches/Essays

“On Civil Disobedience”

Mohandis Ghandi (excerpts)

“The American Scholar”

essays by Emerson (excerpts)

“Self-Reliance” by Emerson

Music Lyrics

“Outside a Small Circle of Friends” Phil Ochs

Genre Study and Literary Analysis

Narrative Text

Genre Study

Characteristics of

- Historical Drama
- American Colonial Poetry
- American Renaissance Poetry and Essays
- Post World War II Drama
- Political Allegory

Literary Elements

- elements of a drama
 - dialogue
 - stage directions
 - essential background information
 - exposition
 - rising action
 - conflict (internal/external)
 - climax
 - falling action
 - resolution/denouement
 - theme
- character traits
- connections between plot, setting, theme, and selected literary devices
- chronology
- influence of syntax and diction

Literary Devices

- allusion
- paradox
- allegory
- irony (dramatic, situational, verbal)
- conceit (extended metaphor)
- propaganda

Historical/Cultural

- Puritanism/theocracy
- historical and political significance of play
- McCarthyism and prejudice
- gender inequality
- hysteria caused by “religious” people

Critical Perspective

- characteristics of literary critique
- quotations from the text to illustrate themes, motives, or author’s purpose

Informational Text

Genre Study

Characteristics of

- magazine article
- media clip
- biography and autobiography
- persuasive essay
- literary critique

Expository Elements

- thesis
- supporting ideas
- statistical evidence
- chronology

Persuasive Elements

- appeals
 - logical (begging the question, either/or thinking, the domino theory, equivocation, false analogy, false cause)
 - emotional (to fear, pity, hasty generalization, personal attack, special pleading)
 - ethical (to authority)
 - strategies to persuade (analogies, anecdotes, illustrations)
- style (diction, figurative language, imagery)
- elevated language
- rhetorical questions
- repetition

Organizational Patterns

- fact/opinion
- cause/effect
- theory/evidence
- compare/contrast

Features

- media conventions and special effects
- headings, subheadings, graphics, boldface, italics, parenthesis
- personal vs. business letter formats

Historical/Cultural

- McCarthyism and prejudice
- gender inequality
- hysteria caused by politicians

Critical Perspective

- knowledge vs. prejudice
- media: critical viewing, camera focus

Reading, Listening/ Viewing Strategies and Activities

Reading

Reading Activities

- Reading portions of the play aloud
- Readers' Theatre
- Viewing films with a critical focus on purpose
- Analyzing characters
- Making connections between films and text
- Making predications
- Building vocabulary
- Activating prior knowledge
- Utilize research strategies
- Use character chart or web
- Critical reading: Describe the meaning of *The Crucible* at the surface (literal) and allegorical levels
- Identify importance of stage directions in character development
- Identify themes in play
 - appearance vs. reality
 - order vs. freedom
 - power of the individual
 - absolutes vs. relativity
 - charity vs. retribution
- Underline significant passages and defend their importance
- Identify thesis and supporting ideas in "Civil Disobedience" and other linking text essays

Reading strategies

- Visualize
- Make connections
- Predict
- Make inferences

Listening/Viewing

- Class/group discussion
- Comparisons of issues/themes between media and dramatic text
- Compare media with text and connect to self – perspective on gender inequality and hysteria based on prejudice
- Find intersections between visual images and verbal communication

Writing, Speaking, Expressing Strategies and Activities

Writing to learn

- character biography (explicit instruction)
- persuasive essay (explicit instruction)
- quickwrites
- Journal entries describing how John Proctor changes from the beginning of the play to the end, and the events that cause the changes
- Journal entries noting examples of narrative characteristics and persuasive elements (irony, conceit, paradox, appeals, internal/external conflict)
- letter writing
- author's craft
- written response to focus questions

Writing to Demonstrate Learning

- Summarize a scene from the play
- Comparison essay: use journal entries identifying the connections between events in 1690s Salem and 1950s America
- Literary analysis essay: compare John Proctor's response to the claims of witchcraft to Arthur Miller's reaction to the Red scare
- Literary analysis essay: identify themes and support with text; transfer themes to a real-world context
- Character biography: use journal entries to describe how John Proctor changes throughout the book; support using text events that caused the changes
- Reflective essay: discuss how *The Crucible* is a tragedy, and how John Proctor is a tragic hero. Use knowledge of tragedy from *Romeo and Juliet*.
- Write a review of the movie *Power of One*

Authentic Writing

Write a guide (pamphlet or booklet) to respond to: What can an individual do to act rationally in the face of hysteria caused by a local incident or a national or international disaster?

Persuasive Essay—take a stand on a controversial issue

- Decide which issues you care about
- Select and define one issue
- Try out a position statement
- Set up a pro-con table

- List arguments and counterargument.
- Debate both sides of the issue with peers
- Write a persuasive essay based on debate reflection
- Publish essay in essay form or as a letter to a state representative or newspaper editor as appropriate

Speaking

- Choral reading
- Readers' Theater
- Think/pair/share
- Debate issues in preparation for persuasive writing
 - Express judgments by taking a position on the issue in the writing prompt
 - Maintain a focus on the topic throughout the debate
 - Develop a position by using logical reasoning and by supporting ideas
 - Organize ideas in a logical way
 - Use language clearly and effectively according to the rules of standard spoken American English
 - Think about both sides of the argument
- Research Miller's high school and college experiences; discuss his determination to get a college degree and to become a writer; make connections with own plans for further education

Expressing

- Create a research poster
- Research historical background of McCarthyism
- Create timelines of events in the Salem trials in the 1690s and of the events in the chronology of McCarthyism

On-Going Literacy Development

Student Goal Setting and Self-Evaluation Strategies

- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort

Daily Fluency

Reading

- Engage in partner reading
- Participate in choral reading

Writing

- Respond with quickwrites

Vocabulary Development

- definition in context
- sense of different language patterns (meanings of terms from Colonial America)
- words from selection
- academic vocabulary

Writing Strategies

- process writing
- language appropriate for purpose and audience
- using MLA conventions

Grammar Skills

- elements of dialogue
- usage and parts of speech
- possessive use
- subject-verb agreement
- correct apostrophe usage
- pronoun/antecedent agreement

MODEL UNIT 10.2: CONTEMPORARY REALISTIC FICTION, NOVEL

Dispositions Big Ideas/Themes Essential Questions

Big Ideas

- integrity, discovering truth, courage, freedom, nobility,
- satire, adventure, American culture in the mid-1800s,
- democratic theories of life, liberty, and the pursuit of happiness
- forces of change

Themes

- Twain uses this form to ridicule and rebuke the slaveholding society of *Huck Finn*.
- Every person deserves to be free.
- Huck learns that Jim is a true friend entitled to full human rights.

Focus Questions

- How do I communicate truth?
- What voice do I use to be heard?
- Where do I see the satire in my life?
- How can a person discover the truth about others?
- How are we products of society?
- How can I influence positive changes in social behavior?
- What prejudices are we taught?

- What is my responsibility for my own actions?
- Why is the teaching of *Huck Finn* so controversial?
- How have criticisms of the book changed from its 1885 publication to now?

Essential Questions

- What compromises of my integrity will I make in order to be accepted?
- Is Huck a racist?
- Should *Huck Finn* remain required core literature in American Literature classes?

Quotations

“Persons attempting to find a motive in this narrative will be prosecuted; persons attempting to find a moral in it will be banished; persons attempting to find a plot in it will be shot.” (Twain) Introductory Notes

“Human beings can be awful cruel to one another.” (Huck)

Literary Genre Focus/ Anchor Texts

Narrative Text

*Contemporary Realistic Fiction,
Novel*

Picaresque Genre

The Adventures of Huckleberry Finn
Mark Twain

Informational Text

Critical Analysis Essay

“Is *Huck Finn* a Racist Book?
Peter Salwen
<http://www.salwen.com/mtrace.html>

Satire

Web resource
Types, history, censorship of satire
<http://en.wikipedia.org/wiki/Satire>

Linking Texts

Media

“Born to Trouble: *Adventures of Huckleberry Finn*” Culture Shock Series, PBS & Fordham 2000 and Companion Teaching Guide *Huckleberry Finn*
Hal Holbrook’s *Mark Twain Tonight*
On The Waterfront (clips)
The Long Walk Home (clips)

Satire

Cartoons: *Doonesbury*
Political Cartoons
Video Clips from
The Daily Show With Jon Stewart
Jon Stewart’s Interview with Bill Moyer
The Simpsons
David Letterman “Top Ten Lists”
Mitch Albom articles

Texts

Speeches and Essays

Essays by Langston Hughes,
W. E. B. DuBois, James Baldwin,
Martin Luther King, Jr., Malcolm X

“Unfit for Children: Censorship and Race” in *Understanding Adventures of Huckleberry Finn: A Student Casebook on Issues, Sources, and Historical Documents*
Claudia Durst Johnson 1996,
29-45

Excerpts from

The Tipping Point
Malcolm Gladwell
(Introduction 3-14;
Conclusion 253-259)

The Big Sea Langston Hughes
Narrative of the Life of Frederick Douglass
Frederick Douglass

Blue Highways
William Least-Heat Moon

The Day They Came to Arrest the Book
Nat Hentoff
(young adult literature)

Newspaper Articles

“Cherry Hill finds new way to teach ‘Huckleberry Finn’”
S. Brenowitz
The Philadelphia Inquirer,
Dec. 16, 1997

Satire

“Rotation Of Earth Plunges
Entire North American
Continent Into Darkness”

The Onion, Feb 27, 2006
[www.theonion.com/content/
node/45792](http://www.theonion.com/content/node/45792)

Poetry

“The Incident” Countee Cullen
“Minstrel Man” Langston Hughes

Poetry, Speeches, Essays,
and Short Stories by Alcott,
Bryant, Cather, Crane,
Dickinson, Du Bois, Eliot,
Emerson, Frost, Hawthorne,
Irving, James, Longfellow,
Lowell, Melville, Poe, Sandburg,
Stowe, Thoreau, Whitman

Internet Links to Resources

<http://english.byu.edu/novelinks>

Genre Study and Literary Analysis

Narrative Text

Genre Study

Characteristics of

- American Renaissance
- Romanticism
- Transcendentalism
- Realism
- Naturalism
- Picaresque genre
- Historical fiction
- Author study of Mark Twain

Literary Elements

- plot, setting, conflict
(internal/external), theme
- characterization
- mood, tone, style
- author’s purpose in writing
the novel
- elements of satire
- motifs
- appearance vs. reality

Literary Devices

- narration/point of view
- irony vs. satire
- understatement
- vernacular language
- figurative language, imagery,
symbolism
- allusions
- implied meanings

Historical/Cultural

- identify importance of events
in text, symbolism (fog, river
vs. shore)
- satirization of slavery, racism,
alcoholism, gentility, religious
hypocrisies
- racial equality
- perspectives on the use of
epithets in the 1880s and now
- stereotyping
- culture of the 1880s
- racism through dialogue
- Realism vs. Romanticism

Critical Perspectives

- quotable lines
- challenges in 1880s and today to the teaching of *Huck Finn*
- perspectives by race/time/geography
- appreciation of satire in 1880s and today
- Connection to self—own perspective on issues of inequality, racism, prejudice

Informational Text

Genre Study

Characteristics of

- editorial, news article
- critical analysis essay
- literary analysis essay
- feature video
- political cartoons
- satire in the media
- literary nonfiction (*The Tipping Point*)

Expository Elements

- thesis
- supporting ideas
- statistical evidence
- chronology

Organizational Patterns

- fact/opinion
- cause/effect
- theory/evidence

Features

- letter-to-editor format: salutation, body, signature
- media conventions and special effects used in satire
- photographs and drawings

Critical Perspectives

- facts and opinions
- editorial perspective
- writer's tone, bias
- logic
- authenticity
- satire in film versus in print

Reading, Listening/Viewing Strategies and Activities

Reading

Reading comprehension strategies (annotate, compare/contrast, critique, determine importance, make connections, synthesize, visualize)

- Use critical reading strategies
- Identify themes; find examples in text
- Identify satire
- Develop vocabulary
- Underline significant passages and defend their importance
- Identify thesis and supporting ideas in excerpts from *The Tipping Point* and in the linking text essays

Listening/Viewing

- View segments of “Born to Trouble;” use as basis for class discussions and writing projects
- View political cartoons and contemporary satire; discuss authors’ use of imagery and special effects to exaggerate satire
- Class/group discussion
- Comparisons: movie script to historical accounts
- Compare with actions against racism of today
- Find intersections between visual images in “Born to Trouble” and verbal communication
- Connect to self—own perspective on issues of inequality, racism, prejudice

Writing, Speaking, Expressing Strategies and Activities

Writing to learn

- Critical analysis/response to literature essay (explicit instruction)
- Quickwrites
- Journal entries describing how Huck changes from the beginning to the end of the book (attitudes about right and wrong, knowledge of human nature, ability to make decisions)

- Journal entries noting examples of narrative characteristics (understatement, irony, vernacular, elements of Picaresque genre)
- Design rubrics for evaluating writing
- Journal entries identifying the objects of Twain’s satire

Writing to Demonstrate Learning

Essays

- Character Biography: use journal entries to describe how Huck changes throughout the book; support using text events that caused the changes
- Persuasive writings: essay to persuade another person to stand up for what is right in a current social issue related to themes in novel
- Write an essay (e.g., narrative, descriptive, comparative, expository, reflective) answering questions: What themes are represented across texts? Where do I see satire in my life? Where do the prejudices and social injustices exposed by Twain exist today? Where in my own life have I faced issues analogous to Huck’s? What have I learned from Huck’s experiences? How can this historic book guide me in today’s world?

Research Options

- Research and report on Mark Twain’s life as a social critic and a storyteller; begin with Salwen’s web page <http://www.salwen.com/mtrace.htm>
- Research and report on challenges to reading *Huckleberry Finn* in HS English; public libraries’ response then and now
- Research and report on historical periods in which satire is used to tell the truth
- Research and report historical elements from *Huckleberry Finn* and explain how they impacted the response to the book’s release
- Research and report news articles analyzing *Huckleberry Finn* at the time of its publication
- Summarize news articles and letters to the editor regarding the reading of *Huckleberry Finn* in HS English classes

Authentic Writing

- Compose letter to a legislator or to the editor regarding/condemning policies that promote racism or promote the teaching of prejudice

Speaking

- Class/group discussion: prejudice, social codes, social action, censorship, tipping points in social change
- Class/group discussion: Why did Twain choose Huck, an illiterate, young boy, as the voice through which to tell his story?
- Readers’ Theatre (fluency): Read segments of the text to appreciate Twain’s use of vernacular language and its impact on the message of the text

Expressing

- Compare/contrast chart: Compare Sophia Grangerford and Harvey Shepherdson’s situation with that of Romeo and Juliet
- Compare/contrast issues of race or “growing up” between *Huckleberry Finn* and *To Kill a Mockingbird*
- Construct a chart detailing the actions of each major character in the book; identify when each took a stand in defense of his/her beliefs
- Chart elements of Realism in the novel and linking texts
- Multimedia presentation: Defend a position on a social injustice and present to the class

On-Going Literacy Development

Student Goal Setting and Self-Evaluation Strategies

- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort

Daily Fluency

Reading

- Engage in partner reading
- Participate in choral reading

Writing

- Respond with quickwrites

Vocabulary Development

Sense of different language patterns: Standard American English, African-American and Caucasian American southern dialects

- use of vernacular
- words from selection
- academic vocabulary
- Discuss the use of language to help facilitate understanding of the American South
- language adaptation to our modern world

Writing Strategies

- process writing
- appropriate language for the audience
- analytical writing strategies
- rubric writing
- peer revision/editing skills
- marginal notes
- double-entry journal

Grammar Skills

- elements of dialogue
- parts of speech
- editing skills

MODEL UNIT 10.3: CONTEMPORARY REALISTIC FICTION, NOVEL

Dispositions Big Ideas/Themes Essential Questions

Big Ideas

- relationships, balance, mutualism

Theme

- Relationships serve many purposes

Essential Questions

- What are the benefits of having relationships?
- Are all relationships equal?
- How do relationships support our lives?
- What are the trade-offs in relationships?
- What determines the relationships we have?
- How do class, religion, race, and culture determine our relationships?
- What place does a dream/vision have in one's life/relationships?

Quotations

“Guys like us, that work on ranches, are the loneliest guys in the world. They got no family. They don’t belong no place. They come to a ranch an’ work up a stake and then they go into town and blow their stake, and the first thing you know they’re poundin’ their tail on some other ranch. They ain’t got nothing to look ahead to. With us it ain’t like that. We got a future.” (George) 13

Literary Genre Focus/ Anchor Texts

Narrative Text

Of Mice and Men, John Steinbeck

Literary Nonfiction

Tuesdays with Morrie
Mitch Albom, 1997,
Random House

Informational Text

“Living in Sym”
Symbiotic relationship
<http://botit.botany.wisc.edu/courses/mpp/LivinginSym.html>

Linking Texts

Media

- *Tuesdays with Morrie*, Jack Lemmon, 1999, Touchstone, TV movie—1:29
- *The Mighty*, Sharon Stone, 1998, Miramax, Movie—1:40
- *The Tragedy of Romeo and Juliet* (Leonardo di Caprio version) (review through movie focusing on Relationships/ Networking/Peers/Friendship and Marriage)

Texts

- *Freak the Mighty*, Rodman Philbrick, 1993, Scholastic

Poetry

- “Do Not Go Gentle Into That Good Night,” Dylan Thomas
- “The Explorer”
Gwendolyn Brooks

Speeches/Essays

- Nobel Prize in Literature acceptance speech, Steinbeck, 1962
<http://www.subtletea.com/johnsteinbeckspeech.htm>

Music Lyrics

- “The Very Thought of You,” Ray Noble, 1934, Range Road Music.

Historical Information

Roosevelt’s New Deal

http://en.wikipedia.org/wiki/New_Deal

<http://www.spartacus.schoolnet.co.uk/USANewdeal.htm>

Poetry, Essays, Short Stories

by Baldwin, Brooks, Ellison, Faulkner, Lowell, Miller, Neruda, Rivera, Steinbeck, Thomas, White, Wright

Internet Links to Resources

Symbiosis: <http://botit.botany.wisc.edu/courses/mpp/LivinginSym.html>

<http://en.wikipedia.org/wiki/Symbiosis>

Mitch Albom websites:

www.albom.com

albom@freepress.com

Works of Art

Paintings from the Great Depression

Other works of art from that time period

Genre Study and Literary Analysis

Narrative Text

Genre Study

Characteristics of

- novel
- memoir
- drama
- movie
- poetry
- music lyrics
- Literary Modernism
- Political and social protest writing

Literary Elements

- Character development
- Conflicts:
 - person against self
 - person against person
 - person against society
 - person against nature
- Tone—somber to support comprehension of text
- Dialect reflects times

Literary Devices

- Third-person narration
- Vivid description in service of relationship
- Use dialogue to develop relationship—plot and character
- Symbolism

Historical/Cultural

- American Civil Rights Movement
- Individual Rights and the Common Good

Critical Perspectives

- Prejudice, social codes, and civil rights

Informational Text

Genre Study

Characteristics of

- informational articles
- essays
- speech

Expository Elements

- thesis
- supporting ideas
- examples

Organizational Patterns

- Question/answer, compare and contrast, and definition with explanation and extension

Features

- headings and subheadings
- boldface and italics
- numbers and bullets

Historical/Cultural

- New Deal rationale
- The Great Depression
- Protest writing in response to economic and political climate

Reading, Listening/Viewing Strategies and Activities

Reading

- Reading comprehension strategies (determine importance, visualize, synthesize, make connections)
- Critical reading: What does the text say, how does it say it and what does it mean?
- Profundity Scales for George and Lennie, Max and Kevin and Morrie and Mitch
- Connect to self—own perspective on relationship issues

- Use analogy/metaphor to make connections (symbiosis to human relationships)
- Vocabulary development
- Underline significant passages and defend their importance

Listening/Viewing

- Class/group discussions: e.g., discuss and analyze the quality of learning derived from this unit
- Find intersections between visual images and verbal communication
- Analyze paintings from the Great Depression for perspective on the time period

Writing, Speaking, Expressing Strategies and Activities

Writing to Learn

- quickwrites to clarify thinking
- personal writing on relationships
- essay writing (explicit instruction)
- letter writing
- business writing: problem-solution proposal (explicit instruction)

Writing to learn

Essay Options

- Quickwrites to demonstrate retention and understanding
- Write a summary of the article(s) on symbiosis

- In a comparison essay, analyze the relationships (George and Lennie, Max and Kevin and Morrie and Mitch) in the texts/ movies and detail how each is or is not an example of a symbiotic relationship (designate which kind).
- Write a descriptive essay focusing on the importance of relationships in your life by detailing the mutual benefits.
- Write an exploratory essay to analyze relationships. Using the descriptions of symbiosis, analyze the relations of two people, two companies, two states, or two countries. The paper would examine each kind of symbiosis.
- In a reflective essay, share what you have learned from unit texts concerning the impact of class, religion, race, disability, and culture on relationships.
- In a personal essay, answer one or both of the following questions: How will you use knowledge of symbiosis to help you decide what relationships you will pursue? and/or How will knowing about kinds of relationships help you make good decisions about the relationships in your life?
- Using *Tuesdays with Morrie* as a model, write a brief memoir about your relationship with a close friend or family member.
- Write a feature article on the relationship of Max and Kevin: “Boys Benefit from Unlikely Relationship”

Research Options

- Research paper on a significantly successful person: Search for the relationships that supported the success of this person.
- Research paper with multi-media presentation: Research symbiotic (mutualistic) relationships in nature and compare/contrast them with relationships from the texts and movies.

Authentic Writing

- On the basis of the information in *Of Mice and Men*, compose a job posting for itinerant farm workers.
- For a week, keep a diary about your relationship with someone close to you.
- Write a proposal to establish a relationship between a company and your high school (e.g., set up a mentor program with a university); use problem-solution format.

Speaking

- class/group discussion
- Reader's Theater/choral reading and role play from unit texts
- oral interpretation of poetry and speeches from unit texts

Expressing

- Compare/contrast charts: e.g., benefits of symbiotic relationships from unit texts

On-Going Literacy Development

Student Goal Setting and Self-Evaluation Strategies

- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort

Daily Fluency

Reading

- Engage in partner reading
- Participate in choral reading

Writing

- Respond with quickwrites

Vocabulary Development

- idioms
- dialect—era of depression
- academic vocabulary

Writing Strategies

- process writing
- vivid description
- appropriate language for the audience

Grammar Skills

- elements of dialogue
- parts of speech
- editing conventions

UNIT 10.4 HARLEM RENAISSANCE AND POST WORLD WAR II AMERICAN DRAMA

Dispositions Big Ideas/Themes Essential Questions

Big Ideas

- dreams/visions
- stereotyping
- human motivation
- social equality

Themes

- Fighting racial discrimination
- Importance of family

Essential Questions

- What is meant by the American Dream?
- When did the phrase American Dream come into vogue?
- How has its meaning changed?
- Does it mean the same for African-Americans as for Caucasian Americans?
- What must happen for the dream to come true?
- What can you do to realize your dreams or visions for the future?
- What is expected of you at home? At school (by adults)?
- Are these expectations realistic?
- How do your expectations of yourself differ from adults' expectations of you?

- What do your peers expect from you?
- What problems occur if your expectations and others' expectations of you differ? Give a specific example from experience or the experience of someone you know.
- If your expectations differ from those others have of you, how can you resolve this? Where does your personal loyalty belong?

Quotations

“Mama, you don’t understand. It’s all a matter of ideas, and God is just one idea I don’t accept. It’s not important. I am not going out and commit crimes or be immoral because I don’t believe in God. I don’t even think about it. It’s just that I get so tired of Him getting credit for all the things the human race achieves through its own stubborn effort. There simply is no God! There is only Man, and it’s he who makes miracles!” (Beneatha) 51

“We have decided to move into our house because my father—he earned it for us brick by brick. We don’t want to make no trouble for nobody or fight no causes, and we will try to be good neighbors. And that’s all we got to say about that.” (Walter) 148

Literary Genre Focus/ Anchor Texts

Narrative Text

A Raisin in the Sun,
Lorraine Hansberry, 1958,
Random House

Informational Text

*The 7 Habits of Highly Effective
Teens*, Sean Covey, 1998, Simon
and Schuster

Linking Texts

Media

A Raisin in the Sun
David Suskin interview, movie,
and movie trailer

Interview with Lorraine
Hansberry-video clip
[www.npr.org/programs/morning/
features/patc/raisin/](http://www.npr.org/programs/morning/features/patc/raisin/)

Texts

*Freedom's Children: Young Civil
Rights Activists Tell Their Own
Stories*, Ellen Levine, 1993, Puffin
(1950's segregation from the
perspective of young African-
Americans who participated in
demonstrations)

Success: One Day At A Time
John C. Maxwell

*The Journey From Success To
Significance*
John C. Maxwell

*Leadership for Students: A Practical
Guide for Ages 8-18*
Frances A. Karnes

*Combinations: Opening the Door
to Student Leadership*
Ed Gerety

*The Gifted Kids' Survival Guide
for Ages 10 & Under*
Judy Galbraith, et al

7 Secrets of Highly Successful Kids
Millennium Generation Series
Peter Kuitenbrouwer

Poetry

"Harlem: A Dream Deferred"
Langston Hughes

Oh, the Places You'll Go!
Dr. Seuss, 1990, Random House

Speeches/Essays

"I Have a Dream"
Martin Luther King'

Historical Documents/Primary Source

Coretta Scott King on the
Montgomery Bus Boycott,
1955-1956, p. 33 in *Voices of
Freedom*, Henry Hampton,
1990, Bantam Books

Internet Links to Resources

A Raisin in the Sun
[http://www.teachervision.fen.
com/reading/activity/3802.
html#before](http://www.teachervision.fen.com/reading/activity/3802.html#before)

Maslow's Hierarchy of Needs
[http://www.csustan.edu/english/
reuben/pal/chap8/hansberry.html](http://www.csustan.edu/english/reuben/pal/chap8/hansberry.html)
<http://www.itstime.com/jun97.htm>

Poetry, Essays, Excerpts from

Baldwin, Brooks, Capote, Cullen,
Delaney, Ellison, Fitzgerald, Frost,
Hemingway, Hurston, Johnson,
McKay, Miller, Toomer, Walker,
Wharton, Wright

Music

Recordings of blues and jazz
from the 1920s and 1930s

Genre Study and Literary Analysis

Narrative Text

Genre Study

Characteristics of

- drama
- movie script
- poetry
- Harlem Renaissance Literature
- author study of Langston Hughes

Literary Elements

- exposition, rising action, climax, falling action, resolution
- character development
- author's purpose
- poetic structure

Literary Devices

- mood, tone, style
- irony, humor, rhetorical questions
- metaphor and simile, imagery
- rhyme
- foreshadowing

Historical/Cultural

- 1950's America: black/white tension and tension within black community
- role of women

Critical Perspectives

- stereotyping now and then
- personal perspective on issues of inequality and racism

Informational Text

Genre Study

Characteristics of informational text

- self-help
- a speech
- primary source material
- internet postings

Expository Elements

- thesis
- supporting ideas

Organizational Patterns

- theory/evidence
- cause/effect
- problem/solution

Features

- parts/chapters
- headings and subheadings
- photographs and drawings
- boldface, italics, parenthesis
- graphics, cartoons, real-life examples and catchy quotations
- media features: pan shots, tracking shots, traveling shots, full shot, two shot, close up, dissolve, point of view, short, long, medium shots, high angle, and camera as "strongest voice" in *A Raisin in the Sun* screenplay

Critical Perspectives

- Students' preparation for real world life beyond the classroom

Reading, Listening/ Viewing

Strategies and Activities

Reading

- Reading comprehension strategies (make connections, determine importance, synthesize, question)
- Critical reading: What does the text say, how does it say it and what does it mean?
- Use profundity scales for Mama, Walter, and Beneatha
- Connect to self—own perspective on working to fulfill life dreams
- Identify themes; find examples in text
- Recognize and understand imagery and symbolism
- Underline significant passages and defend their importance

Listening/Viewing

- Class/group discussion
- Compare screenplay with play script
- Find intersections between visual images and verbal communication

Writing, Speaking, Expressing Strategies and Activities

Writing to Learn

- Personal narrative—My Dream for My Life (explicit instruction)
- Poetry (explicit instruction)
- Quickwrites
- Compare reading the screenplay with reading the play
- Compare/contrast advice given in *The 7 Habits of Highly Effective Teens* with advice given in *Oh, the Places You'll Go!*
- Written response to focus questions using text support
- Journal entries describing how Walter and Beneatha change from the beginning to the end of the play
- Journal entries noting examples of literary devices (irony, rhetorical questions, imagery, characteristics of Harlem Renaissance literature)

Writing to Demonstrate Learning

- Written response to focus questions using text support scored with rubric
- Summary of play from a character's perspective other than Mama's
- Persuasive writings: essay to prove social action is still necessary on racial prejudice
- Research and report on Lorraine Hansberry's life

- Research and report on the racial tenor of the 1950's when *A Raisin in the Sun* was first performed. Use as a source, *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories*. Make a multi-media presentation.
- Multi-media presentation: defend a position on a social injustice and present to class in a multimedia presentation.
- Create a poem: "How is a Dream Realized?"

Authentic Writing

- Summarize (American Dream) interviews (see below); share in small group
- Make a "life plan" including further education, career, marriage, etc., with the principles to guide the realizing of the plan (vision/dream)

Speaking

- Debate what should be done with "Mama's money"
- Perform or read segments from *A Raisin in the Sun* play
- Role-play segments from *A Raisin in the Sun* screenplay

Expressing

- Construct a chart detailing the dreams of each major character in *A Raisin in the Sun*
- Construct a chart detailing how following Covey's 7 habits might have helped Beneatha and Walter realize their dreams
- Display character biography information from journal in a graphic organizer
- Create a visual display of "Voices of the Harlem Renaissance" including titles, authors, photographs, and quotations from representative texts

On-Going Literacy Development

Student Goal Setting and Self-Evaluation Strategies

- Maintain writing portfolio
- Reflect on selected journal entry
- Reflect on two pieces of unit writing that represent best effort

Daily Fluency

Reading

- Engage in partner reading
- Participate in choral reading

Writing

- Respond with quickwrites

Vocabulary Development

- Black dialect
- academic vocabulary

Writing Strategies

- process writing
- using language appropriate to purpose and audience

Grammar Skills

- sentence elements providing variety, fluency and flow
- elements of dialogue



Michigan Department of Education

Office of School Improvement

Dr. Yvonne Caamal Canul, Director

(517) 241-3147 www.michigan.gov/mde