Englewood Public School District
English Language Arts
Grade 10 – College Prep
Third Marking Period

Unit 3: Roaring Twenties/Jazz Age - The Dismantling of the American Dream

Overview: In this unit, students will explore the Roaring Twenties, the Jazz Age and the Harlem Renaissance and how the literature, art, and music of the era shaped American's perspectives on the American Dream.

Time Frame: 35-45 Days

Enduring Understandings:
Literature often reflects authors' ideals and personal experiences as well as a period.
The American Dream was changing, corrupted by the desire for wealth. This change was reflected in character conflict and the Dream vs. Reality idea.
Society was now a modern industrial society with modern waste, new gender roles, and bold as well as immoral behavior.
The struggle for the attainment of the American Dream was desired by both white and black Americans. The American Dream was now possible for some African Americans due to the rapidly changing society and the modern Renaissances in Harlem and Chicago via art, music, literature and political movements.
Writers and poets of the Harlem Renaissance had to choose between producing racial art or art-for-propaganda related to the "New Negro" vision.

Essential Questions:
Has the American Dream been corrupted beyond repair?
How are Flappers and Jazz emblematic of the 1920s era ideals and attitudes?
How does the analysis of a narrator inform the interpretation of a text?
How does literary analysis provide new understanding and value to the study of a classic work?
Can the ideals of one person or a few impact an entire society?
Does capitalism necessarily foster injustice?
How do African American writers of the 1920s develop an approach to literature/techniques of writing as the result of the Harlem Renaissance?

Standards	Topics and Objectives	Activities	Resources	Assessments
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in	**Topics** The Roaring Twenties Gender Roles	Students will research an aspect of the Roaring Twenties and develop a	**Texts:** *The Great Gatsby* Chapters 1-3 by F. Scott Fitzgerald	**Formative Assessments:** • Do Nows • Journals

groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** **W.9-10.7. 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.**	Twenty-First Century Themes and Skills include: • The Four C's • Civic Literacy • Global Awareness **Objective** Students will understand the major themes and changing values of the Roaring Twenties. Students will understand how gender roles were transformed in the 1920s.	short multimedia presentation. Possible topics include art, writing, history, music, society, etc. **(9.3.12.ED.2, 6.1.12.D.8.b, 6.2.12.D.4.k, 8.1.12.A.2, CRP7, CRP11)** Students will watch the short video about flappers and discuss the changing gender roles of women during the 1920s. **(6.1.12.D.8.b)** After reading *The Great Gatsby* Chapters 1-3, students will listen to an audio version of *The Great Gatsby* Chapter 1 and compare the two. **(CRP4, CRP8)** • http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf	**Video:** *WWI Legacy: Flappers* https://www.youtube.com/watch?v=npB9ltho-NE **Audio:** *The Great Gatsby* Chapter 1 audio version narrated by Tim Robbins or Frank Muller http://esl-bits.net/Books/The_Great_Gatsby/ (Frank Muller) **Companion Texts:** *Scholastic* magazine	• Exit Tickets **Summative Assessment:** Students will be evaluated on the quality of their presentations. **Benchmark Assessment** Common Formative Assessment **Alternative Assessments:** Students will discuss how the audio version enhances or changes the text. Students will present their multimedia presentations to the class.
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on	**Topics** Narrator Reliability Debate Reasons and Evidence	Students will continue their reading of *The Great Gatsby*. **(CRP4)** Students will read "Nick as Narrator in The Great Gatsby" and reflect on O'Rourke's interpretation	**Texts:** *The Great Gatsby* Chapters 4-6 by F. Scott Fitzgerald "Nick as Narrator in The Great Gatsby" by David O'Rourke	**Formative Assessments:** • Do Nows • Journals • Exit Tickets **Summative Assessment:**

others' ideas and expressing their own clearly and persuasively. **RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.** **RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.** **RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.** **RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the**	Twenty-First Century Themes and Skills include: • The Four C's • Civic Literacy • Global Awareness **Objectives** Students will understand that narrators are not always honest or reliable. Students will understand how narrative perspective influences how a story is told.	of the subject. **(CRP4, 6.1.12.D.8.b, 6.2.12.D.4.k)** Students will watch the first five minutes of *The Great Gatsby* (2013). **(CRP4)** • http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf Using what they have read from *The Great Gatsby* so far, students will take sides in a debate about whether Nick Carraway can be trusted or not as a narrator. **(9.3.12.ED.2, CRP8)**	**Video:** Clip from *The Great Gatsby* (2013) (first five minutes) **Companion Texts:** *Scholastic* magazine "Authors: F. Scott Fitzgerald" https://newsela.com/read/bio-authors-f-scott-fitzgerald	Students will be evaluated on the quality of their argument in the debate. **Alternative Assessments:** Students will work in groups to make notes in preparation for their debate. Students will discuss how the film alters Nick Carraway's reliability as a narrator.

evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it

Topics

The American Dream According to F. Scott Fitzgerald vs. The Contemporary American Dream

Twenty-First Century Themes and Skills include:

- The Four C's
- Civic Literacy
- Global Awareness

Objectives

Students will analyze how literature reflects the American Dream.

Students will compare the idea of the American Dream of the 1920s with the American Dream Today.

Students will conclude their reading of *The Great Gatsby*. **(CRP4)**

Students will read "Gatsby's Green Light Beckons a New Set of Strivers" and take notes. **(CRP4)**

- https://freeology.com/graphicorgs/note-taking-organizer/

Students will write an analytical essay on the theme of the American Dream in *The Great Gatsby*. **(CRP4, 9.3.12.ED.2, 6.2.12.D.4.k, 8.2.12.A.2, CRP11)**

Texts:

The Great Gatsby Chapters 7-9 by F. Scott Fitzgerald

"Gatsby's Green Light Beckons a New Set of Strivers" by the New York Times

Companion Texts:

Scholastic magazine "What is DACA and Who Are the Dreamers?" https://newsela.com/read/lib-overview-daca-dreamers

Formative Assessments:

- Do Nows
- Journals
- Exit Tickets

Summative Assessment:

Students will be evaluated on the quality of analytical essay.

Alternative Assessments:

Students will discuss the American Dream as interpreted by the students featured in the article.

Students will peer review their essays using PARCC rubrics.

Students will read their essays aloud to a partner.

emerges and is shaped and refined by specific details and provide an objective summary of the text. **RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.** **W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** **SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.** **RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.** **RL.9-10.2. Determine a theme or central idea of a**	**Topics** Art and the American Dream Art Deco "Great Migration" Twenty-First Century Themes and Skills include: • The Four C's • Civic Literacy • Global Awareness **Objectives** Students will consider how artists responded to the	Students will read "Art Deco" and view examples of the art form online. **(6.1.12.D.8.b)** Students will read about and view panels from Jacob Lawrence's "Great Migration" and discuss the African American experience during the 1920s. **(6.1.12.D.8.b, 9.3.12.ED.2)** Students will create their own Art Deco or "Great	**Texts:** "Art Deco" http://arthistory.net/art-deco/ "Great Migration" by Jacob Lawrence http://www.phillipscollection.org/research/american_art/artwork/Lawrence-Migration_Series1.htm **Companion Texts:** *Scholastic* magazine "What is Modern Art?" https://www.readworks.org/article/What-Is-Modern-	**Formative Assessments:** • Do Nows • Journals • Exit Tickets **Summative Assessment:** Students will be evaluated on the quality of their oral presentations about their artwork. **Alternative Assessments:** Students will participate in a class discussion of

text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.	dismantling/reaffirmation of the American Dream. Students will study Art Deco to learn about its conventions, techniques, and social importance. Students will study the "Great Migration" art panels of Jacob Lawrence to reflect on the African-American experience during the 1920s.	Migration"-like artwork. **(CRP6)**	Art/bac9a0c6-ae31-40d2-92fe-af07a7dd781c "Art Deco" https://www.britannica.com/art/Art-Deco	how this art reflects the vision of the American Dream during the 1920s. Students will debate how "Great Migration" effectively shows life in the 1920s. Students will present their art and explain how their artwork displays the conventions of the art movement.
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. **RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.** **W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve**	**Topics** Harlem Renaissance Writers and the American Dream Using Primary and Secondary Sources Close Reading Twenty-First Century Themes and Skills include: • The Four C's • Civic Literacy • Global Awareness **Objectives** Students will develop research skills to advance their knowledge of the Harlem Renaissance. Students will use textual evidence to explain the	Students will read Alain Locke's "Harlem" to gain perspective on the Harlem Renaissance and take notes. **(6.1.12.D.8.b)** • https://freeology.com/graphicorgs/note-taking-organizer/ Students will research an aspect of the Harlem Renaissance and develop a short multimedia presentation. **(6.1.12.D.8.b, 9.3.12.ED.2, 8.1.12.A.2, CRP6, CRP7, CRP11)** Possible topics include art, writing, history, music, society, etc. • https://www.educationworld.com/tools_templates/note_taking.doc	**Texts:** "Harlem" by Alain Locke "How It Feels to Be Colored Me" by Zora Neale Hurston "Let America Be America Again" by Langston Hughes **Companion Texts:** *Scholastic* magazine "The Harlem Renaissance" https://newsela.com/read/lib-ushistory-harlem-renaissance "WWI Sparked the Artistic Movement that Transformed Black America" https://newsela.com/read/lib-convo-world-war-art-african-american	**Formative Assessments:** • Do Nows • Journals • Exit Tickets Students will be evaluated based upon their responses to the Guided Reading Questions. **Summative Assessment:** Students will be evaluated on the quality of their research and presentations. **Alternative Assessments:** Students will create a word map about the Harlem Renaissance.

a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	author's perspective on the American Dream. Students will analyze text and state their perspective during class discussions.	After reading ""How It Feels to Be Colored Me" and "Let America Be America Again" students will respond to Evidence-Based Guided Reading Questions using textual evidence to support their answers. **(CRP4, CRP8)**		Students will present their multimedia presentations to the class. Students will correct a partner's Evidence-Based Guided Reading Questions responses.
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. **RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.**	**Topics** Harlem Renaissance Writers and the American Dream continued Jazz Music Public Speaking Close Reading Twenty-First Century Themes and Skills include: • The Four C's • Civic Literacy • Global Awareness **Objectives** Students will use textual evidence to explain their interpretation of a poem. Students will develop an understanding of the perspectives of Harlem Renaissance authors on the American Dream.	Students will do a close reading a poem by a Harlem Renaissance poet and take notes. **(6.1.12.D.8.b)** • http://www.readwritethink.org/files/resources/lesson_images/lesson1160/poetry_analysis.pdf Students will participate in a Jazz Club Poetry Reading where each student will read a poem and explain its meaning while the classroom is set up like a jazz club with jazz music playing in the background. **(9.3.12.ED.2, CRP4)**	**Texts:** Students choose a poem from a Harlem Renaissance poet to read aloud. Possible authors include: • Langston Hughes • Claude McKay • Zora Neale Hurston • Jean Toomer • James Weldon Johnson • Countee Cullen **Companion Texts:** *Scholastic* magazine "Poetry and Fiction of the Harlem Renaissance" https://newsela.com/read/lib-harlem-Renaissance-poetry-fiction	**Formative Assessments:** • Do Nows • Journals • Exit Tickets **Summative Assessment:** Students will be evaluated on the quality of their oral delivery and their analysis of their selected poem. **Alternative Assessments:** Students will prepare and share a short presentation on their chosen poem's meaning. Students will illustrate their poems using Powtoon. Students will write their own poems and present

	Students will gain an appreciation for the poetry and music of the Harlem Renaissance/Jazz Age.			them to the class.
W.9-10.2. 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.9-10.5. 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.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**	**Topics** PARCC RSTs **Objectives** Students will gain a better understanding of EBSR and TECRs. Students will hone their understanding of argumentative and expository essays. Students will practice completing RSTs.	Instructors will select the reading and writing RST lessons that best meets their students' needs.	**Research Simulation Tasks** Lesson 1: Introduction to Prose Constructed Respor on the Research Simulatic Task Lesson 2: Modeling the Prose Constructed Respor Lesson 3: Understanding PCR Prompt and Writing Thesis Statement Lesson 4: Selecting Textu Evidence to Support Reas Lesson 5: Drafting the Pr Constructed Response Outline Lesson 6: Writing Quality Body Paragraphs Lesson 7: Practice Completing the Prose Constructed Response Lesson 8: Writing Advanced-Proficient Pros Constructed Responses **Research Simulation Tasks**	Reading PARCC RST Lesson 8 Writing PARCC RST Lesson 8

		Lesson 1: Introducing the EBSR and TECR Lesson 2: Modeling the EBSR and TECR Lesson 3: Identifying the Main Idea Lesson 4: Identifying Supporting Details Lesson 5: Using Context Clues for the Vocabulary EBSR Lesson 6: The Evidence-Based Selected Response Lesson 7: The Technology-Enhanced Constructed Response Lesson 8: Practice Completing the Research Simulation Task

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/
This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	**Special Education**	**At-Risk**	**Gifted and Talented**
● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary	● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons	● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. ● Oral prompts can be given	● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

Integration of 21st Century Standards NJSLS 9:
9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Interdisciplinary Connections:
Social Studies:
6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts

Integration of Technology Standards NJSLS 8:

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
CRP11. Use technology to enhance productivity.

Key Vocabulary:
Roaring Twenties, Jazz Age, Art Deco, Harlem Renaissance, American Dream, flappers, reliability of narrator