

Englewood Public School District
English Language Arts
Grade 11 – College Prep
First Marking Period

Unit 1: Voices of Culture Denied

Overview: In this unit, students will examine African literature with a focus on social justice and civil rights issues from the colonial period to the present. Students will learn about African culture through a series including a novel, informational text, and poetry. They will also learn close-reading techniques and develop their presentation skills.

Time Frame: 35-45 Days

Enduring Understandings:

Those who write history do so from their own perspectives.

“Civilization” and “Truth” are relative terms.

“Personal is political” – meaning that if one person tells his/her story and joins with others with similar stories, then their collective voice has weight and meaning.

Modernist and post-modernist literature emerged as a reaction to social, political and economic ideologies of their respective time periods.

Essential Questions:

Is it “right” for one group to impose its belief system on another?

What makes a hero/heroine heroic?

Standards	Topics and Objectives	Activities	Resources	Assessments
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. RL.11-12.1. Cite strong and thorough textual evidence and	Topics Traditional Ibo Culture Reading for Context Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> • The Four C’s • Civic Literacy • Global Awareness 	Students will read <i>Things Fall Apart</i> Part 1, and respond to guided reading questions. (6.2.12.D.5.a) Ibo Traditions: Using <i>Things Fall Apart</i> and their own research, students will study an aspect of Ibo culture: dress, music, food, religion, etc.	<u>Text:</u> <i>Things Fall Apart</i> Part 1 by Chinua Achebe <u>Companion Texts:</u> <i>Scholastic Magazine</i> “African Goddesses, Tricksters, and Heroes” https://newsela.com/read/lib-african-goddesses-tricksters	<u>Formative Assessments:</u> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <u>Summative Assessment:</u> Students will be evaluated on the quality of their projects.
	Objectives			

<p>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.</p> <p>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.</p>	<p>Students will understand Ibo culture.</p> <p>Students will understand that fiction can provide valuable perspective on society.</p>	<p>(6.2.12.D.5.a, CRP7, CRP11, 9.3.12.ED.2)</p> <ul style="list-style-type: none"> https://www.educationworld.com/tools_templates/note_taking.doc <p>Students will work in groups and produce an artifact on their chosen aspect. (CRP6)</p>		<p><u>Benchmark Assessment:</u> Common Formative Assessment</p> <p><u>Alternative Assessments:</u> Students will discuss how the novel depicts Ibo culture.</p> <p>Students will spend a day “living as the Ibo” as students present their projects.</p>
<p>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.</p> <p>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.</p>	<p>Topics</p> <p>Voices of Culture Denied</p> <p>Motif</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C’s Civic Literacy Global Awareness Environmental Literacy <p>Objectives</p> <p>Students will understand how outsiders and insiders perceive cultures differently.</p>	<p>Students will read “An African Voice” and “An Image of Africa” and take notes. (6.2.12.D.5.a)</p> <ul style="list-style-type: none"> https://freeology.com/graphicorgs/note-taking-organizer/ <p>Students will read “Literary Devices: Motif” and take notes. (CRP4)</p> <ul style="list-style-type: none"> https://freeology.com/graphicorgs/note-taking-organizer/ <p>Students will read <i>Things Fall Apart</i> Part 2. Then, student groups will identify a specific animal proverb and explain to the</p>	<p><u>Texts:</u> <i>Things Fall Apart</i> Part 2 by Chinua Achebe</p> <p>“An African Voice” http://www.theatlantic.com/magazine/archive/2000/08/an-african-voice/306020/</p> <p>“An Image of Africa” http://kirbyk.net/hod/image.o.f.africa.html</p> <p>“Literary Devices: Motif” https://www.writersedit.com/literary-devices-motif/</p> <p><u>Companion Texts:</u> <i>Scholastic Magazine</i></p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Do Nows Journals Exit Tickets <p><u>Summative Assessment:</u> Students will be evaluated on the quality of their analysis of motif.</p> <p><u>Alternative Assessments:</u> Students will discuss Achebe’s perspective on outsiders’ views of Africa.</p>

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).

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.

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.

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.

Students will understand how authors use motifs to emphasize certain aspects of their theme or message.

class how this animal proverb applies to the character(s) it references. (6.2.12.D.5.a, CRP6)

“Africa: Physical Geography”
<https://newsela.com/read/lib-africa-physical-geography>

Students will discuss how animal proverbs are used as a motif in *Things Fall Apart*.

Students will illustrate their animal proverbs and share them with the class.

<p>Topics</p> <p>Conflict and Culture Clash</p> <p>Heroism, As Depicted in Literature</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C’s • Civic Literacy • Global Awareness 	<p>Students will read <i>Things Fall Apart</i> Part 3 and respond to text-dependent questions. (6.2.12.D.5.a)</p> <p>Students will write an analytical essay on the theme of culture clash in <i>Things Fall Apart</i> by examining the clash between the Ibo and English colonists depicted in the novel. (6.2.12.D.5.a, 9.3.12.ED.2, 8.1.12.A.2, CRP4, CRP8, CRP11)</p> <p>Socratic Seminar on the question: “Is Okonkwo a heroic character?” (CRP8)</p>	<p><u>Text:</u> <i>Things Fall Apart</i> Part 3 by Chinua Achebe</p> <p><u>Companion Texts:</u> <i>Scholastic Magazine</i></p> <p>“Chinua Achebe, African Literary Titan, Dies at 82” https://www.nytimes.com/2013/03/23/world/africa/chinua-achebe-nigerian-writer-dies-at-82.html</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p>Students will be evaluated on the quality of their performance during the Socratic Seminar.</p> <p><u>Summative Assessment:</u> Students will be evaluated on the quality of their analytical essays.</p>
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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.	Students will understand that heroic characters have flaws.				<u>Alternative Assessments:</u> Students will share their text-dependent answers with a small group and correct as necessary. Students will peer review their analytical essays using a PARCC rubric. Students will read their essays aloud.
	Topics Language and Culture Argument and Claims Twenty-First Century Themes and Skills include: <ul style="list-style-type: none">• The Four C’s• Global Awareness	Students will read “Languages” and fill out a theme chart. (CRP4) <ul style="list-style-type: none">• https://www.scholastic.com/content/dam/teachers/blogs/angela-bunyi/migrated-files/theme_b.pdf	<u>Texts:</u> “Languages” by Carl Sandburg “Aria” by Richard Rodriguez “Mother Tongue” by Amy Tan	<u>Formative Assessments:</u> <ul style="list-style-type: none">• Do Nows• Journals• Exit Tickets	
	Objectives Students will understand the importance of language and cultural heritage. Students will know how to evaluate an author’s arguments by scrutinizing their claims.	Students will then read “Aria” and “Mother Tongue” and evaluate the authors’ claims about language. (CRP8) Students will research an endangered language, starting with the information provided on the Endangered Languages Project. (CRP7, CRP11) <ul style="list-style-type: none">• https://www.educationworld.com/tools_templates/note_taking.doc	<u>Media:</u> Endangered Languages Project http://www.endangeredlanguages.com/ <u>Companion Texts:</u> <i>Scholastic Magazine</i> “The Case of Disappearing Words” https://newsela.com/read/element-world-disappearing-languages	<u>Summative Assessment:</u> Students will be evaluated on the quality of their presentations. <u>Alternative Assessments:</u> In groups, students will analyze Sandburg’s theme of “the evolving nature of language.” Students will share their own stories about friends and family who speak other languages. Students will present their multimedia	
	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. 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. 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.

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.

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.11-12.6. 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.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning

		Students will create a short multimedia presentation that demonstrates the language (by video, audio recording, etc.) and explains why it has become endangered. (9.3.12.ED.2, 8.1.12.A.2, CRP4, CRP11)		presentations to the class.
	Topics		Text:	Formative Assessments:
	Genocide	Students will research the recent genocide in Darfur, and create a multimedia presentation on one aspect of the conflict. (9.3.12.ED.2, 6.2.12.A.5.d, 9.1.12.A.2, CRP4, CRP7, CRP11)	<i>The Translator</i> by Daoud Hari	<ul style="list-style-type: none"> Do Nows Journals Exit Tickets
	Language and Social Awareness		Companion Texts: <i>Scholastic Magazine</i>	
	Heroism, As Depicted in Literature		"Darfur" https://encyclopedia.ushmm.org/content/en/article/darfur	Summative Assessment: Students will be evaluated on the quality of their essays.
	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C's Global Awareness 	After reading <i>The Translator</i> , students will discuss what makes its author, Daoud Hari, a hero. (CRP8, CRP4) <ul style="list-style-type: none"> http://freeology.com/wp-content/files/analyzing_characters.pdf 	"Elie Wiesel on the Atrocities in the Sudan" https://encyclopedia.ushmm.org/content/en/article/elie-wiesel-on-the-atrocities-in-sudan?parent=en%2F11803	Alternative Assessments: Students will present their multimedia presentations to the class.
	Objectives			
	Students will understand that shared language can be used to promote social awareness.			
	Students will understand what qualities make a hero as depicted in literature.	Students will consider how Hari uses language to promote social awareness and write a short analytical essay on how this theme is developed in <i>The Translator</i> . (9.3.12.ED.2, 6.2.12.A.5.d, 9.1.12.A.2, CRP4, CRP8, CRP11)		Students will work in groups to create a list of examples that make Hari a hero.
				Students will peer review their essays using a PARCC rubric.
				Students will read their

and relevant and sufficient evidence.

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.

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.

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.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings;

essays aloud.

Topics		Texts:	Formative Assessments:
African Poetry	Students will read the interview with Al-Saddiq Al-Raddi and discuss his viewpoint on the Sudan. (6.2.12.D.5.a, 6.2.12.A.5.d)	Interview with Al-Saddiq Al-Raddi https://www.theguardian.com/books/2006/oct/16/voicesofprotest.poetry	<ul style="list-style-type: none">• Do Nows• Journals• Exit Tickets
Cultural Heritage			
Explication			
Theme	Students will each select two poems by Al-Saddiq Al-Raddi to explicate. (CRP8)	Poems by Al-Saddiq Al-Raddi http://www.poetrytranslation.org/poets/al-saddiq-al-raddi	Students will be evaluated on the quality of their explication poster.
Twenty-First Century Themes and Skills include:	<ul style="list-style-type: none">• The Four C's• Civic Literacy• Global Awareness	Poems by African Poets (Students may pick a poet not listed here): <ul style="list-style-type: none">• Chinua Achebe• Véronique Tadjo• Al-Saddiq Al-Raddi• Keorapetse Kgotsitsile• Kwame Dawes• Lebogang Mashile	
Objectives	Students will be exposed to the poetry of contemporary African poets. Students will understand that poetry is a means to communicate cultural heritage.	Students will create posters which display the line-by-line explication of their selected poems. (CRP4, CRP6, CRP8)	Summative Assessment: Students will be evaluated on the quality of their poem analysis presentations.
		Companion Texts: <i>Scholastic Magazine</i>	Alternative Assessments: Students will present their posters to the class.

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.

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).

Students will learn how to do an explication of a poem.

Students will learn how to analyze poetry to understand how themes are developed.

Students will select an African poet and choose two of his or her poems and analyze theme. Students will develop short presentations on their chosen author and their analysis of the author's themes. **(9.3.12.ED.2, 8.1.12.A.2, CRP4, CRP8, CRP11)**

"Al-Saddiq Al Raddi"
<http://www.tracesproject.org/al-sadiq-al-raddi/>

Students will work in small groups to research the biography of Al-Saddiq Al-Raddi

Students will read their chosen poems aloud to a partner.

Students will present their author presentations to the class.

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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

Topics
PARCC NWTs

Objectives
Students will gain a better understanding of EBSRs and TECRs.

Students will hone their understanding of PARCC's PCR Prompts.

Students will practice completing NWTs.

Instructors will select the reading and writing NWT lessons that best meets their students' needs.

Reading PARCC Narrative Lessons:

Lesson 1: Introducing the EBSR and TECR

Lesson 2: Narrative Story Reading Strategies

Lesson 3: Evaluating Evidence

Lesson 4: Practice Completing the Narrative Task

Writing PARCC Narrative Lessons:

Lesson 1: Introduction to the Prose Constructed Response on the Narrative Task

Lesson 2: Writing from a Point of View

Lesson 3: Practice Completing the Prose Constructed Response

Lesson 4: From Proficiency to Advanced-Proficiency

Students complete a unit NWT.

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
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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

		expectations and adjust for personal space or other behaviors as needed. <ul style="list-style-type: none"> • Oral prompts can be given 	
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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:

6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities

6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events

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: culture clash, language, genocide, motif, symbolism, heroism, explication