

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

Unit 4: Dust Bowl - The Dismantling of the American Dream — Part 2

Overview: In this unit, students will explore the Dust Bowl and literature set in the 1930s to understand how the American Dream was often not realized by many Americans. Students will also study elements of the novel and of plays, with a focus on theme and character development.

Time Frame: 35-45 Days

Enduring Understandings:

The American Dream of “a better life” was corrupted by big business and exploitation.

Literature often reflects authors’ ideals and personal experiences as well as a period.

In modernism, authors wanted to create completely new styles of writing using dialogue, structure and questioning.

The immigrant/migrant farm worker continues to be a “hot button” issue in America.

How the Great Depression impacted Americans and led to social movements and programs.

Essential Questions:

How does capitalism and industrialization complicate the quest for the American Dream?

Is the attainment of the American Dream possible for those living in poverty?

Can our responsibilities to nature be countermanded by our need for progress?

Does capitalism necessarily foster injustice?

How did the Great Depression impact America and the American character?

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 groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their	Topics	Students will watch clips from <i>The Dust Bowl</i> and take notes that reflect on the time period. (9.2.12.C.4, 9.3.12. ED.2, 6.1.12.B.9.a, 6.1.12.D.9.b)	Texts: “The Harvest Gypsies” articles I and V, by John Steinbeck “A Worn Path” by Eudora Welty Media:	Formative Assessment: <ul style="list-style-type: none">• Do Nows• Journals• Exit Tickets
	The Dust Bowl Migrant Workers of The Great Depression Twenty-First Century Themes and Skills include: <ul style="list-style-type: none">• The Four C’s			Summative Assessment: Students will be evaluated on the quality of their presentations.

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.

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

- Civic Literacy
- Global Awareness

Objectives

Students will understand the circumstances and hardship of the Dust Bowl and Great Depression and the time period's impact on the American Dream.

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

Students will research the Dust Bowl and develop a short multimedia presentation on a social, historical, or literary aspect of the time period. (9.2.12.C.4, 9.3.12. ED.2, 6.1.12.B.9.a, 6.1.12.D.9.b, 8.1.12.A.2, CRP7, CRP11)

- www.prezi.com
- www.google.com

After reading "The Harvest Gypsies" articles I and V, and viewing photographs of the Dust Bowl by Dorothea Lange, students will discuss how the American Dream failed to come to fruition for migrant workers in the 1930s. (9.2.12.C.4, 9.3.12. ED.2, 6.1.12.B.9.a, 6.1.12.D.9.b, CRP8)

Photographs by Dorothea Lange
<http://www.historyplace.com/unitedstates/lange/>

Clips from *The Dust Bowl* (2012) by Ken Burns

Companion Texts:
Scholastic magazine

"Primary Sources:
Interview on the Dust Bowl Storms in Oklahoma in 1934"
<https://newsela.com/read/primary-source-interview-dust-bowl-oklahoma>

Benchmark Assessment:
End of year assessment

Alternative Assessments:
Students will share their notes in small groups, adding missing information if necessary.

Students will present their multimedia presentations to the class.

Students will engage in small group discussion comparing the Dust Bowl to a current event.

After reading "A Worn Path," students will discuss how the story reflects the period of the Dust Bowl.

Topics

Character Development

Twenty-First Century Themes and Skills include:

- The Four C's
- Civic Literacy

Students will develop fictional migrant workers by writing character sketches. (9.2.12.C.4, 9.3.12. ED.2, 6.1.12.B.9.a, 6.1.12.D.9.b,

Texts:
To Kill a Mockingbird
Chapters 1-10 by Harper Lee

Companion Texts:
Scholastic magazine

Formative Assessment:

- Do Nows
- Journals
- Exit Tickets

Summative Assessment:

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 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

- Global Awareness

Objectives

Students will understand that good characters have complex personalities and motivations.

Students will learn how to create a fictional character.

Students will learn how to close read a text for character development.

8.1.12.A.2, CRP6, CRP11)

- <https://www.writerswrite.com/journal/jun98/how-to-create-a-character-profile-6986>

Students will read chapters 1-10 of *To Kill a Mockingbird* and respond to Evidence-Based Guided Reading Questions using textual evidence to support their answers.

(CRP4, CRP8)

Using the guidelines from the article “Character Development,” students will track the character development of Scout, Jem, or Atticus from *To Kill a Mockingbird*. They’ll continue this exercise throughout the entire reading of the novel. **(CRP8, CRP11)**

- [http://writingcenter.tamu.edu/Students/Guides/Guides-\(What-Are-You-Writing-\)/Creative-Writing/Character-Development](http://writingcenter.tamu.edu/Students/Guides/Guides-(What-Are-You-Writing-)/Creative-Writing/Character-Development)

“Farming and the Dust Bowl During the Great Depression”
<https://newsela.com/read/lib-dust-bowl-depression/id/28665/>

Students will be evaluated on the quality of their character sketches.

Alternative Assessments

Students will share their sketches with the class and discuss the question “What Makes a Character Engaging?”

Students will share their guided question answers with a partner, revising as needed.

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

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 emerges and is shaped and refined by specific details and provide an objective summary of the text.

Topics	Texts:	Formative Assessment:
Theme Development	<i>To Kill a Mockingbird</i> Chapters 11-20 by Harper Lee	<ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets
Character Development (continued)	“Theme Me Up: How to Develop Your Theme” http://blog.janicehardy.com/2013/02/theme-me-up-how-to-develop-your-theme.html	Students will be evaluated on the quality of their scenarios.
Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> • The Four C’s • Civic Literacy • Global Awareness 	Students will read the blog post “Theme Me Up: How to Develop Your Theme” and take notes. <ul style="list-style-type: none"> • https://freeology.com/graphicorgs/note-taking-organizer/ 	Summative Assessment: Students will be evaluated on the quality of their arguments in the debate.
Objectives	Companion Texts:	Alternative Assessments:
Students will understand that theme is developed through characters and conflict.	<i>Scholastic</i> magazine	Students will share their guided question answers with a partner, revising as needed.
Students will understand that good characters have complex personalities and motivations.	“High Court Reviews Insanity-Defense Case” https://www.commonlit.org/en/texts/high-court-reviews-insanity-defense-case?search_id=4545783	Students will role play their scenarios to the class and the class will debate whether the scenario’s resolution is just or unjust.
Students will understand that sometimes justice is not black and white.	“Tinker vs. Des Moines” https://www.commonlit.org/en/texts/tinker-v-des-moines-independent-school-district-justice-hugo-black-s-dissenting-opinion?search_id=4545783	
	Students will continue to track the character development of their chosen character. (CRP4, CRP6, CRP8, CRP11)	

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. 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.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

- [http://writingcenter.tamu.edu/Students/Guides/\(What-Are-You-Writing-\)/Creative-Writing/Character-Development](http://writingcenter.tamu.edu/Students/Guides/(What-Are-You-Writing-)/Creative-Writing/Character-Development)

Topics
Elements of the Novel

Film Adaptations

Character Development (conclusion)

Twenty-First Century Themes and Skills include:

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

Students will read "Essential Elements of a Novel." Then, using what they have read so far, they will construct a "timeline" in which they track the development of that element. **(CRP8, CRP11)**

- <https://www.techwalla.com/articles/how-to-make-a-timeline-template-with-microsoft-word>

Texts:
To Kill a Mockingbird
Chapters 21-31 by Harper Lee

"Essential Elements of a Novel"
<http://www.creative-writing-now.com/elements-of-a-novel.html>

Media:

Formative Assessment:

- Do Nows
- Journals
- Exit Tickets

Summative Assessment:
Students will be evaluated on the quality of their presentations.

Alternative Assessments:
Students will present their

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.9-10.3. 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.

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.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word

Objectives

Students will consider how a classic novel uses the elements of a novel.

Students will consider how a film adaptation both reflects and alters its source material.

Students will understand that well-developed characters have complex personalities and motivations.

Students will watch the courtroom scene from *To Kill A Mockingbird* (1962) and take notes.

- http://www.readwritet hink.org/files/resource s/lesson_images/lesso n378/venn.pdf

Students will work in groups determined by the character they chose to study. Each group will develop a presentation on that character, which will include recreating a scene in which that character's development is emphasized. (CRP8, CRP11)

The courtroom scene from *To Kill a Mockingbird* (1962)

Companion Texts:
Scholastic magazine

“‘To Kill a Mockingbird’ Author has New Book after 55 Years”

<https://newsela.com/read/m ockingbird-sequel>

“timelines” to the class.

Students will discuss how the film is similar and different from the text version.

Students will present their group presentations.

Students will act out a chosen scene.

Topics

Plays set in the 1930s

Symbolism

Twenty-First Century Themes and Skills include:

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

Objectives

Students will understand how authors develop symbols in their work.

Students will read *The Piano Lesson* and take notes. (CRP4)

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

Students will write an analytical essay explaining how the piano in *The Piano Lesson* symbolizes family history and conflict between and within families. (CRP4, 8.1.12.A.2, CRP8, CRP11)

Text:

The Piano Lesson Act I, scenes i-ii and Act II, scenes i-ii by August Wilson

Companion Texts:
Scholastic magazine

“Reference Guide to Symbolism in Literature”
<https://www.brighthubeduc ation.com/homework-help-literature/126289-understanding-symbolism-in-literature-a-guide/>

Formative Assessment:

- Do Nows
- Journals
- Exit Tickets

Summative Assessment:

Students will be evaluated on the quality of their essays.

Alternative Assessments:

Students will discuss how the play depicts families dealing with the legacy of slavery in the 1930s.

<p>choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>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.</p>	<p>Students will use textual evidence to explain how a symbol is developed.</p> <p>Students will peer review their essays using a PARCC rubric.</p>			
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p>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.</p> <p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Topics</p> <p>Playwriting</p> <p>Theme Development (conclusion)</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>Objectives</p> <p>Students will know how to write a play with well-developed characters and themes.</p> <p>Students will understand that theme is developed through characters and conflict.</p>	<p>Students will conclude their reading of <i>The Piano Lesson</i> and take notes. (CRP4)</p> <ul style="list-style-type: none"> • https://freeology.com/graphicorgs/note-taking-organizer/ <p>Students will work in groups to write a one-act play. Students' plays should emphasize theme and character development. (CRP4, CRP6, CRP11)</p> <ul style="list-style-type: none"> • http://www.playwrightscentersf.org/submissions/docs/PCSFPlayFormat2012.pdf 	<p><u>Text:</u></p> <p><i>The Piano Lesson</i> Act II, scenes iii-v by August Wilson</p> <p><u>Companion Texts:</u></p> <p><i>Scholastic</i> magazine</p> <p>"Trifles"</p> <p>https://www.commonlit.org/en/texts/trifles?search_id=4546031</p>	<p><u>Formative Assessment:</u></p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p><u>Summative Assessment:</u></p> <p>Students will be evaluated on the quality of their plays, specifically on how well they develop a theme and characters.</p> <p><u>Alternative Assessments:</u></p> <p>Students will present their plays to the class through dramatization.</p> <p>Students will engage in small group discussion about how characterization is used in the text.</p>
<p>Accommodations and Modifications:</p>				

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. 	<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. 	<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

	<ul style="list-style-type: none"> Adjust the pace of lessons 	<ul style="list-style-type: none"> Review behavior expectations and adjust for personal space or other behaviors as needed. Oral prompts can be given 	
Integration of 21st Century Standards NJSL 9: 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education. 9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.			
Interdisciplinary Connections: Social Studies: 6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. 6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.			
Integration of Technology Standards NJSL 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: Dust Bowl, theme, character, symbolism, social commentary, poverty, exploitation, justice, discrimination			