

Course: English 2
Unit 2 - Voices of Identity

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standard

RL.9-10.1. Cite strong and thorough textual dence 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.

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 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).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) 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.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

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.

W.9-10.4. 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.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.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.9-10.10. Write routinely over an extended period of time frames (time for research, reflections and revision, and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

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.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Note: All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Transfer Goal:

Students will be able to independently or collaboratively apply their learning of and about literature, media, and society to explore their own identity and how it relates to their role in various groups within the community.

As aligned with LRHSD Long Term Learning Goal(s):

- understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
- produce clear and coherent writing of various text types and purposes; utilize research-based strategies
- make connections between and among texts as well as real-life experiences
- produce and engage in a range of conversations using a variety of media and formats
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that. . .

EU 1

A close reading and analysis of both past and contemporary American literature informs the reader of the character's quest to understand their identity in relation to factors they can't control.

EU 2

A close reading and analysis of American literature illuminates and shapes the reader's understanding of how the outside world affects the character's identity in relation to factors they can control.

EU 3

Essential Questions

EU 1

- How do different theories about identity affect the perspective of authors and their contemporaries?
- How can readers better understand their identity?
- How do factors the characters can control affect their choices and actions?

EU 2

- How does an awareness of the forces shaping an individual's identity help or hinder that individual's quest for meaning?
- How can identity serve as a lens through which to understand the world outside the individual?

EU 3

- How can the range of a person or character's exposure to

Writing and speaking about the unique experiences and relationships of characters allows for the reader's increased empathy, self-awareness and understanding of compromise.

EU 4

the study of vocabulary and the conventions of standard English are necessary for textual analysis, effective writing, oral communication.

diverse points of view help shape his/her identity?

- How can self-reflection lead to greater clarity and progress?
- How can a person or character's experiences, (accomplishments, opportunities, struggles) help shape/transform identity?
- How does a person or character's sense of belonging or alienation contribute to identity?
- How does comparing and contrasting one's own journey to those of others allow for empathy?
- How do readers empathize?

EU 4

- How can the study of vocabulary and the conventions of standard English make better readers and writers?
- How can the study of vocabulary and the conventions of standard English make better communicators and listeners?

Knowledge

Students will know . . .

EU 1

- reading comprehension strategies and annotation strategies (RL.9-10.1.) (RI.9-10.1).
- writing strategies and figurative language. (W.9-10.4, W.9-10.5, W.9-10.9, RL.9-10.4).
- the definition of identity as well as various theories about its development (L.9-10.4).
- how selected texts explain and demonstrate the point-of-view of the authors and how they compare to those with differing points-of-view (RI.9-10.9).

Skills

Students will be able to . . .

EU 1

- annotate and actively read; identify claims and textual support. (RI.9-10.1).
- identify and interpret writing strategies and elements of figurative language in a variety of texts (W.9-10.4, RL.9-10.4, W.9-10.5, W.9-10.9).
- identify and interpret relevant American cultural norms and history related to identity in various texts (RI.9-10.9).
- assess the credibility of various sources (SL.9-10.2).

- methods for evaluating the credibility of sources and information (SL.9-10.2).

EU 2

- their beliefs regarding their identity (RI.9-10.1).
- how their identity affects their relationship with the outside world (RL.9-10.1, RL.9-10.2).
- reading comprehension and annotation strategies (RL.9-10.1, RI.9-10.1).

EU 3

- definitions of identity, introspection, diversity, monoculturalism, perspective, group affiliation and community (RL.9-10.1.)
- methods of characterization, the use of claim in character analysis, plot structures, the impacts and implications of setting, various kinds of literary devices, types and examples of thematic statements (RL.9-10.1.)
- techniques for and examples of self-reflection (RI.9-10.7.)

EU 4

- definitions, synonyms and antonyms of higher level vocabulary from various texts (L.9-10.4).
- domain specific vocabulary for rhetoric and persuasion tone, connotation, denotation (RL.9-10.4, L.9-10.4).
- that effective word choice improves style conventions of standard English (L.9-10.1, L.9-10.3).
- MLA format (W.9-10.4., W.9-10.5.)

EU 2

- compare their beliefs of their identity to those reflected in the text (RI.9-10.1).
- explore how their identity and beliefs compare with the outside world (RL.9-10.1, RL.9-10.2).
- actively read and annotate by determining the relevant information from the text (RL.9-10.1, RI.9-10.1).

EU 3

- evaluate and explain how and why characters, speakers, writers and/or selves possess unique identities and are perceived by others (RL.9-10.9, SL.9-10.1, SL.9-10.3)
- compare and contrast how themes related to identity are conveyed in various genres from various time periods (RL.9-10.3, RL.9-10.4, RL.9-10.9, RI.9-10.9).
- apply techniques for self-reflection (such as journaling, writing a personal narrative, posing and answering questions (W.9-10.3,W.9-10.10)

EU 4

- empathize with others in text and in society. (RL.9-10.1., RL.9-10.3.)
- format an essay according to MLA guidelines (W.9-10.4., W.9-10.5.)
- define and use vocabulary words as well as their synonyms and antonyms (L.9-10.4).
- use appropriate vocabulary to create effective style (RL.9-10.4, L.9-10.3).
- use correct grammar and mechanics (L.9-10.1).

- the components of effective oral communication (SL.9-10.1)
- the conventions of standard English (SL.9-10.6., L.9-10.1, L.9-10.3)

Stage Two - Assessment

Other Evidence:

- student oral responses during class discussion on the literature
- student written responses (both informal and formal) to prompts
- annotated notes on selected short stories, poems, and essays
- annotations focused on locating rhetorical devices within texts
- reading checks on teacher selected texts
- tests/quizzes/writing assignments relating works to one another with a focus on rights and equality
- quizzes on rhetorical devices/literary terms/figurative language/poetic devices that require students to locate and explain the impact of such devices in the passage and in the full text
- vocabulary quizzes based on contextual vocabulary words
- writing assignments using studied vocabulary

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- View introductory videos or film clip that reflects the theme of identity. (A EU1, EU2)
- Through online scavenger hunts, note-taking and class discussion, acquire background information on this unit's themes from early America through present day. (A EU1)
- Utilize guided reading of children's books with themes related to identity (i.e. *I am Peace, The Word Collector, My Sister Lulu and Me, Juilian is a Mermaid etc.*) (M EU1 EU2)
- Identify and discuss various aspects of the student's personal beliefs and experiences as related to this unit's themes. (M EU2)
- Compare and contrast pieces from various time periods focusing on rhetorical strategies and this unit's themes. (M EU1)
- Engage in a Gallery walk of images, portraits, self-portraits etc. related to this unit's themes. (A,M EU1 EU2 EU3)
- Through discussion and writing, interpret the big ideas related to American culture and this unit's themes in the literature. (A, M EU1, EU2)
- Develop a Frayer model using the word "Identity" as its focal point. (A, M EU3)
- View a TED Talk and/or listen to a podcast that conveys the histories or experiences of individuals or groups as related to this unit's themes. (A, M EU1, EU2)
- Carousel Brainstorm using images and/or statements from leaders, speeches or poems that relate to this unit's themes. (A, M EU 1, EU 2, EU3, EU4)
- Engage in a Socratic seminar, cooperative learning groups, small group, partner, large group/teacher led and/or Fishbowl discussion to discuss topics using texts that relate to this unit's themes. (A, M EU1, EU2)
- Locate and explain a text (for example, a poem, short story, novel, or song lyrics) that connects to this unit's themes. (T EU2, EU3)
- Write an in-class essay explaining how a new passage illustrates this unit's themes and/or explaining how an author achieves purpose through literary devices and figurative language. (T EU5)
- Use collaborative learning groups, jigsaw approach, mini group presentations, graphic organizers, think/pair/share and Google docs to decode and analyze readings. (M,T EU1, EU2)
- Write a free-verse or form poem that expresses or contemplates identity from the POV of a character or person from a time period from Early American to present day (M,T EU5)

Suggested Resources

Major Works:

The Children of Blood and Bone by Tomi Adeyemi

The Death of A Salesman by Arthur Miller

Poet X by Elizabeth Acevedo (excerpts)

Into the Wild by John Krakauer

The Absolutely True Diary of a Part-Time Indian (excerpts)

In Cold Blood (excerpts) by Truman Capote

The Source of Self Regard: Selected Essays, Speeches, and Meditations by Toni Morrison (teacher copies)

Speeches

Selected Commencement Speeches

Poetry

Harlem Renaissance poetry

Selected poems from *Leaves of Grass*

Selected poems from Emily Dickinson

“The Road Not Taken” and “Birches” by Robert Frost

“Still I Rise” by Maya Angelou

“The Widow’s Lament in Springtime” by William Carlos Williams

“maggie and milly and molly and may” by ee cummings

Spoken Word Poetry

A selection of poems on the subject of identity by poets both classic and modern

Short non-fiction

“Project of Arriving at Moral Perfection” by Ben Franklin

“Keeping Up with the Joneses” Sma Sommers

Walden excerpts by Henry David Thoreau

“Self-reliance” by Ralph Waldo Emerson

Short Stories

“Girl” by Jamaica Kincaid

“Everyday Use” by Alice Walker

“A Good Man is Hard to Find” & “The Comforts of Home” by Flannery O’Connor

Selected poems/short stories by Edgar Allan Poe

“202 Checkmates” by Rion Amilcar Scott

Drama:

The Death of a Salesman by Arthur Miller