

Fair Lawn Public Schools

Fair Lawn, NJ

**English
11 CP**

August

2017

**Aligned to NJSL 2017
Revised August 2015
Developed August 2013**

English 11 CP is an American Literature course that was developed by the Fair Lawn English Language Arts Grade 11 Team and aligned to the Grade 11-12 New Jersey Student Learning Standards.

**American
Literature**

Fair Lawn School District

Committee Credits

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English 11 CP

I. Course Synopsis

The English 11 CP curriculum develops reading, writing, speaking, and listening skills aligned with the Grade-Specific (11-12) New Jersey Student Learning Standards for English Language Arts. Throughout the year, students will explore works written by American authors that promote the authentic voices of significant time periods in our country's history. In addition, students will grapple with issues detailed in contemporary nonfiction texts that highlight pertinent present-day issues. Essential questions, thematic focus, and integrated cross-curricular study (with Social Studies partners) intensify analysis, evaluation, and synthesis of text-based academic discourse.

II. Philosophy & Rationale

In that literature provides students a lens onto the world, it is the goal of the English Department to provide the students in this course with an understanding of the historical/cultural/social contexts of department-selected essential texts. Students will be expected to think critically about texts by writing text-based narratives, journal reflections, short-constructed responses, and analytical and argument-based claims in timed and processed essays.

In completing these tasks, it is expected that students will develop a better appreciation for literature. A focus on higher-level teacher-directed questions and student-centered opportunity for inquiry-based reading and research support our process. Ultimately, our aim is for students to develop the skills to fulfill the requirements of the New Jersey Student Learning Standards and, in doing so, gain increased rigorous competence in reading, writing and critical thinking.

Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted & Talented) is embedded in targeted scaffolding based on knowledge of each student's interests and assessment data.

A. Reading Scaffolding

Based on research on reading from the past forty years, the Fair Lawn English Department supports the three reading principles reported by Richard Allington (2003). Specifically, 1) students read better when they read more; 2) students learn from their reading when they have consistent opportunities to discuss and write about their reading; and 3) students need explicit instruction in reading comprehension strategies.

Reading More

In addition to curriculum-driven reading activities, independent reading is provided to support the various interests and learning needs of all students. Teachers facilitate student opportunities to read books-of-choice and timely texts as part of classroom curriculum and instruction. In particular, reading conferences and, at times, project-based assignments foster a meaningful reading experience with differentiated rigor.

The following questions support proficient reading reflection:

[A good reader asks...]

- What reading strategies impact comprehension?
- How does what you experience in life impact your interpretation of text?
- What additional perspectives are necessary for an enhanced understanding of the text?
- What parts of the text are most significant? Why?
- What is the author's purpose?
- What do you want to know more about?
- How is the study of academic vocabulary and vocabulary words in texts vocabulary so vital to a rigorous exploration of a text?

Sharing Ideas about Reading

In addition to written discussion and small-group collaboration, the Fair Lawn English Department engages students in purposeful paired discussions to share and process information more effectively. The following process may be used to operationalize "Turn and Talk" (Harvey & Daniels, 2009) as part of the classroom culture.

1. Explain the importance of actively sharing our thinking with a partner.
2. Teach the practice of partner conversation by reading a short text silently and modeling turn-and-talk guidelines. Ask students to notice the following: use eye contact; listen attentively, ask follow-up questions, disagree politely, share connections, and express reactions.

3. In guided practice, ask students to report their noticings. Create a classroom anchor chart that provides expectations for partner conversation. Choose a student-friendly topic and give it a go.
4. Provide consistent opportunities for partner conversations with deliberate student pairings. Whereas some prompts may be open-ended (e.g. What do you wonder about the text?), other prompts may be more specific (e.g. What was the main character's motivation? Or, what is the most important information in the text?)

Explicit Instruction in Reading Strategy

In-class reading of grade-level texts is supported by the application of reading strategies as noted in Harvey Daniels and Nancy Steineke's *Texts and Lessons for Content-Area Reading* (2010), provided to all English department members. Teachers target Tier II words (i.e. high frequency words used across content areas) and Tier III words (content-specific vocabulary words) and teach the words before they are encountered in the text. Pre-reading, during-reading, and post-reading strategies promote strategic thinking. For example, "Think Aloud" (p. 62), "Pair Reading" (p. 66), and "Text Annotation" (p.41) are explained within model lessons by Daniels and Steineke (2010). One culminating goal is to model proficient reading behaviors such as higher order questioning and an enthusiastic passion for inquiry while gradually releasing this skill work to more strategic-thinking students.

B. Writing Scaffolding

Writing instruction in the Fair Lawn English Department includes a balance of student journaling, open-ended responses, and formative writing assessments. In the end, students complete summative processed and timed writing in designated writing genres. Teachers confer and write specific and individualized feedback to support revision during the writing process. Students will write on a variety of subjects, in a variety of genres, for a variety of readers.

The following questions support proficient writing reflection [A good writer asks...]:

- Why must the purpose of the writer be determined?
- What makes a piece of writing effective?
- Why is it important to have a cogent thesis statement or arguable claim?
- Why are supporting details essential in argument-based writing?
- How could voice be employed to engage the writer's audience?
- Why is it important, in terms of meaning, to use correct grammar conventions and organizational structure?

Processed Writing Resources:

The *Purdue Online Writing Lab (OWL)* web site (<http://owl.english.purdue.edu/>) provides explicit writing instruction to foster the writing process: prewriting, drafting, sharing, revising, editing, proofreading, and publishing. Some important teaching points that are detailed on the OWL web site include: an introduction to prewriting, tips for writing a thesis statement, paragraphing in academic writing, and an updated MLA formatting and style guide.

The Partnership for Assessment of Readiness for College and Careers (PARCC) provides PARCC Task Prototypes and New Sample Items for ELA/Literacy. According to the PARCC site: “The samples presented here [on the site] are designed to shine a light on important elements of the CCSS and to show how critical content in the standards may appear in PARCC’s next-generation, technology-based assessments.”

The PARCC web site provides resources including standards-aligned rubrics for narrative writing and expository writing. These rubrics serve as starting points for teacher-driven writing rubrics that are created with Fair Lawn English students in mind. For example, the Fair Lawn English Department created a common midterm essay exam rubric that delineates a standards-based expectation for literary analysis with explicit expectations for student voice.

Each writing assignment is supported with a clear writing expectation as represented in a writing rubric. The Fair Lawn English Language Arts Department has adopted the following expository essay criteria (posted on the next page) in partnership with the First Year Writing Program at Montclair State University (as published on the Montclair State University First Year Writing web site for students at:

<http://www.montclair.edu/chss/first-year-writing/first-year-writing-program-students/student-writing-assessment/>). Individual teachers may present these standards in slightly different language, and their comments on student work may not address every item on this list.

Fair Lawn English Department Writing Criteria

- **Central Claim:** The central claim (also called thesis or main point) guides both writer and readers. This central claim should be reflected—sometimes directly, sometimes indirectly—in each paragraph of a successful essay. A good central claim is not obvious; it is debatable, worthy of discussion.
- **Development:** A successful essay is rich with examples, evidence, and discussion. The writer develops—substantiates, explains, and illustrates—all of his or her points.
- **Organization:** A successful essay is one that is organized clearly and logically. A well-organized essay provides readers with an engaging opening, well-constructed paragraphs, appropriate transitional cues between paragraphs and sections, and a satisfying ending.
- **Analysis:** A successful essay demonstrates analysis, when the writer is thinking on the page. It consists of the moments when the writer connects evidence to a central claim through logic and careful reflection. Analysis is evident when a writer connects one piece of evidence with a larger phenomenon or theorizes about a specific quality. Analysis is asking and addressing questions. Analysis is discussion.
- **Clarity of Prose:** A successful essay is characterized by clarity of prose, which comes not only from demonstrated mastery of English grammar, usage, and mechanics but also from careful proofreading. Clarity is further enhanced through elegant, well-constructed sentences.

Grade 11 Genre Focus

1st Marking Period	2 nd Marking Period	Midterm	3 rd Marking Period	4 th Marking Period	Final Exam
Narrative Essay (Processed and Timed)	Literary Analysis Essay (Processed)	Literary Analysis Essay (Timed)	Document-based Essay (to address research in historical, cultural, or social context)	MLA Research Project and Introduction to the College Essay	Expository Essay (Timed)
Personal Narrative and Expository Journal Writing is continuous...					

III. Scope & Sequence

There are four thematic and genre-based units (Units 1-4); the goal is to study each unit within one marking period. Vocabulary, Literary Terms, and Grammar is embedded in each unit.

Important notes about this Scope and Sequence:

- Department collaboration in cultural responsiveness is ongoing. For example, English teachers collaborate on the interests and needs of our students and make an attempt to differentiate our content and process appropriately.
- Teachers may replace one unit with a literature circle/book club or additional independent reading unit that includes individual or small-group reading conferences.
- Teachers share a department Google document of poetry resources that aligns with particular thematic units and/or core texts.

Unit 1: Puritanical Values vs. Contemporary Practices (8-10 weeks):

Does history repeat itself?

Core Novel: *The Crucible* by Arthur Miller

Writing Focus: Narrative and Literary Analysis

Unit 2: Race/Gender/Class (8-10 weeks):

What constitutes equality?

Core Novel: *To Kill a Mockingbird* by Harper Lee

Writing Focus: Text-based Analysis and Synthesis

Unit 3: The American Dream (8-10 weeks):

Is the American Dream reality or myth?

Core Texts: *The Great Gatsby* by F. Scott Fitzgerald, "A Dream Deferred" by Langston Hughes, and *A Raisin in the Sun* by Lorraine Hansberry

Writing Focus: MLA-Style Research

Unit 4: Establishing Identity- Self Awareness and Exploration (8-10 weeks):

What is the nature of man/woman?

Core Novel: *Catcher in the Rye* by J.D. Salinger

Writing Focus: Personal Narrative (college essay)

Continuous Units (These units are taught throughout the school year):

Unit 5: Vocabulary

1. Assigned vocabulary words from context
2. Define words based on context
3. Apply the vocabulary to students' own writing

Unit 6: Literary Terms

1. Assign literary terms from context
2. Define terms in context
3. Create authentic application of terms

Unit 7: Grammar

1. Understand grammatical terms and concepts
2. Apply these grammatical terms and concepts to their own written and verbal communication

IV. Unit Descriptions

Unit 1: Puritanical Values vs. Contemporary Practices - *The Crucible*

Enduring Understanding:

The Crucible offers a way to study the puritanical values that our country was founded on and it also offers a study to compare our current contemporary practices. Students will read *The Crucible* and related fiction and non-fiction readings, study the time period during which the witch trials occurred, and explore the moral code present in that society. Students will also learn about McCarthyism and how it affected Arthur Miller's life. Students will also study dramatic structure and devices. Throughout the unit, students will respond in writing and speaking to what they are learning; as they do so, they will learn various rules of grammar/usage and essay writing.

Essential Questions:

1. How can literature reflect the moral standards of a society?
2. How can fear and nonconformity generate mass hysteria?
3. How can citations be taken from both fiction and non-fiction texts to support our arguments in a piece of writing?

Learning Objectives:

Teachers use New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 11 and 12; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: <http://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides "ELL Scaffolded Student Learning Objectives" at: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u5.pdf>.

Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Reading - Literature:

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.

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.11-12.3. 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).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Reading – Informational Texts:

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.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

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.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing:

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.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. 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.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over

the course of the narrative.

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.

Speaking and Listening:

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.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. 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.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language:

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Observe hyphenation conventions.
- B. Spell correctly.

Technology Standards (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software
- 8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

Career Awareness, Exploration, Preparation Standards

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>):

- ✓ 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- ✓ 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- ✓ 3.9 Identify patterns and investigate relationships.
- ✓ 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

21st Century Content Standards (<http://www.state.nj.us/education/cccs/2014/career/91.pdf>):

- ✓ 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- ✓ 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- ✓ 9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

<p>1-2 weeks</p>	<p><u>(RL.11-12.3)</u></p> <p>Extend the ending of the summer reading selection and/or <i>The Crucible</i> in a narrative essay that uses the text's characters and context (<u>CCSS.ELA-Literacy.W.11-12.3</u>).</p> <p>Explore, question and evaluate the meaning of the themes and imagery within Arthur Miller's <i>The Crucible</i> as evidenced in processed analytical writing (<u>RI.11-12.2; W.11-12.2b</u>).</p> <p>Analyze, evaluate, and synthesize the ideas, views, and information presented in non-fiction works relative to the literary themes and context in whole class discussion and processed analytical essay writing (<u>W.11-12.2; W.11-12.5</u>).</p>	<p><i>*Teachers, please see the department Google Drive folder for sample lessons, assessments, essay assignments, benchmark student essays.</i></p>
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Supplemental Resources:

Informative texts

- Salem Witch Trials – Documentary Archive and Transcription Project
<http://salem.lib.virginia.edu/home.html>
- An Exploration of The Crucible Through 17th Century Portraits
<http://www.readwritethink.org/classroom-resources/lesson-plans/exploration-crucible-through-seventeenth-30513.html>
- Kazan, Miller and The McCarthy Era
<http://www.pbs.org/wnet/americanmasters/lessons/kazan-miller-and-the-mccarthy-era/lesson-overview/120/>
- “What is a Communist? How Can You Spot Him?” Allan Nevins
<http://select.nytimes.com/gst/abstract.html?res=F60616F8395F167B93C0A9178ED85F4C8485F9&scp=12&sq=the+red+scare&st=p>
- “Are You Now or Were You Ever?” by Arthur Miller
<http://www.writing.upenn.edu/~afilreis/50s/miller-mccarthyism.html>
- “Picky, Picky, Picky” A look at Miller’s artistic liberties in The Crucible
<http://www.17thc.us/docs/fact-fiction.shtml>

- Witch Hunt: The History Channel (Documentary)
- Unsolved History: Salem Witch Trials (Discovery Channel Documentary)

Films:

- *Doctor Strangelove*
- *the HOUSE on CARROLL STREET*
- *Invasion of the Body Snatchers*
- *Maid of Salem*
- *The Manchurian Candidate*
- *Red Scare*
- *The Salem Witch Trials - PBS*
- *Quiz Show*
- *The Twilight Zone: The Monsters are Due on Maple Street*

Short Stories:

- "Young Goodman Brown" by Nathaniel Hawthorne
- "Harrison Bergeron" by Kurt Vonnegut

Essays:

- "Sinners in the Hands of an Angry God" John Edwards
- Excerpts from *Of Plymouth Plantation* by William Bradford
- "Why I Wrote the *Crucible*: An Artist's Answer to Politics," Arthur Miller
www.newyorker.com/printables/archive/020422fr_archive02
- "Again They Drink From the Cup of Suspicion," Arthur Miller
<http://www.nytimes.com/books/00/11/12/specials/miller-drink.html>

Poetry:

- "Half-Hanged Mary" Margaret Atwood
- "To My Dear and Loving Husband" Anne Bradstreet
- "Upon the Burning of My House" Anne Bradstreet
- "The Weird Gathering" John Greenleaf Whittier
- "Huswifery" Edward Taylor

Recommended Reading for Independent Reads (for those who loved *The Crucible*):

- *Time of the Witches* Anne Meyer
- *Salem Falls* Jody Picoult
- *A Break with Charity* Anne Rinaldi
- *Witch-Hunt: Mysteries of the Salem Witch Trials* Marc Aronson

Recommended Websites:

- http://learning.blogs.nytimes.com/2011/05/12/teaching-the-crucible-with-the-new-york-times/?_r=0

Unit 2: Race/Gender/Class: What constitutes equality? – *To Kill a Mockingbird*

Enduring Understanding:

Acquiring a better understanding of the ways in which language and rhetoric can wield power and persuade the masses. Students will read *To Kill a Mockingbird* and related fiction and non-fiction readings, study the time period of the setting of the book (1930's) and the era in which it was published (1960's- Civil Rights Movement). Through the comparison of both time periods and current day, students will explore the issues of race, gender, and class throughout the century. Students will study narrative structure and literary devices. Throughout the unit, students will respond in writing and speaking to what they are learning; as they do so, they will learn various rules of grammar/usage and essay writing.

Essential Questions:

1. How does language define an individual as well as a culture?
2. With respect to race, gender, and class, what is the nature of justice and who should be given the power to distribute it?
3. How do we tailor what we want to express in order to appeal to a specific audience? What happens when we aren't successful?
4. How can an audience be persuaded using both words and images?

Learning Objectives:

Teachers use New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 11 and 12; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: <http://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides "ELL Scaffolded Student Learning Objectives" at:

<http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u5.pdf>

Learning Targets/ New Jersey Student Learning Standards

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.

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.11-12.3. 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).

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

RI.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and

background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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.

- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. 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.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

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).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

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.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. 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.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization,

punctuation, and spelling when writing.

- A. Observe hyphenation conventions.
- B. Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

Technology Standards (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):

- ✓ 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software
- ✓ 8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

Career Awareness, Exploration, Preparation Standards

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>):

- ✓ 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- ✓ 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- ✓ 3.9 Identify patterns and investigate relationships.
- ✓ 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

21st Century Content Standards (<http://www.state.nj.us/education/cccs/2014/career/91.pdf>):

- ✓ 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- ✓ 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- ✓ 9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

Timeframe	Sample Objectives	*Activities
6-8 weeks	<p>The students will be able to:</p> <p>Identify rhetorical devices within a written work and explain how those devices affect the piece’s attitude and message about race, gender, and class in text annotations (RL.11-12.3; RI.11-12.6).</p> <p>Examine the ways in which a person’s speech establishes his or her identity in a reflective journal entry (RL.11-12.4).</p> <p>Explore, question and evaluate the meaning of the themes and imagery within Harper Lee’s <i>To Kill a Mockingbird</i> as evidenced in processed analytical writing (RI.11-12.2; W.11-12.2b).</p> <p>Identify the bias in both written texts and visual media in order to determine whether or not a text is just in its portrayal and message (SL.11-12.2).</p> <p>Examine the ways in which language continues to evolve through text coding (RI.11-12.9).</p>	<p>Multi-draft essay- Literary Analysis, Narrative, and Persuasive</p> <p>Standard quizzes and tests</p> <p>Vocabulary assessment</p> <p>Film Study</p> <p>Annotated reading strategies</p> <p>Two-column notes reading strategy</p> <p>Teacher and Student-created Study Guide</p> <p>Spending a Day in Someone Else’s Shoes: Creative Writing Activity http://www.readwritethink.org/classroom-resources/lesson-plans/spend-shoes-exploring-role-265.html</p> <p>Censorship in the Classroom: Understanding Controversial Issues http://www.readwritethink.org/classroom-resources/lesson-plans/censorship-classroom-understanding-controversial-203.html</p> <p>Name That Chapter! http://www.readwritethink.org/classroom-resources/lesson-plans/name-that-chapter-discussing-197.html</p> <p>Students will peer review literary critiques such as “General Semantics in <i>To Kill a Mockingbird</i>” (can be found on FLHS database-JSTOR) to enhance their reading of <i>TKAM</i> www.jstor.org</p>

		<p>Film Study/Multi-Sensory Presentation of Text:</p> <ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i> • <i>A Time to Kill</i> directed by Joel Schumacher (film excerpt) <p><i>*Teachers, please see the department Google Drive folder for sample lesson and assessments.</i></p>
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Supplemental Resources:

Informative texts

- “I Have a Dream” by Martin Luther King Jr. (speech)
- “Are Your Words Holding You Back?” by Ellen Welty (article from www.redbookmag.com)
- “Mother Tongue” by Amy Tan (essay)
- “Learning to Read” by Fredrick Douglass (essay)
- “We Get the Point” by Christopher Muther (essay from *America Now*)
- “As Black as We Wish to Be” by Thomas Chatterton Williams (essay from *America Now*)
- “Exonerating the Scottsboro Nine” (editorial from nytimes.com)

Additional texts

- Excerpts from *The Adventures of Huckleberry Finn* by Mark Twain (novel/fiction)
- “Smokers” by Tobias Wolff (short story)
- “I Hear America Singing” by Walt Whitman (poem)
- “I, Too” by Langston Hughes (poem)
- *A Time to Kill* directed by Joel Schumacher (film excerpt)

Unit 3: American Dream: Reality or Myth?

- *The Great Gatsby* & *A Raisin in the Sun*

Enduring Understanding:

Through reading the core texts *The Great Gatsby* and *A Raisin in the Sun*, students will explore the many conflicts and hopes that shaped the American Dream in the 1920s and the Civil Rights Movement in the sixties up onto contemporary times. Fitzgerald's *The Great Gatsby* is a classic American novel that defines the complex ideals of the Roaring Twenties, the Jazz Age. *A Raisin in the Sun* defines the plight of the African American post Harlem Renaissance and is a depiction of the continuation of the pursuit of the American Dream. Poetry, such as Hughes' "A Dream Deferred," the basis for Hansberry's *A Raisin in the Sun*, can be used as a vehicle to aid us in better comprehending the social conflicts, conditions and movements of the 1960s and the Civil Rights movement. Throughout the unit, students will respond in writing and speaking to what they are learning; as they do so, they will learn various rules of grammar/usage and essay writing. Additionally, students will acquire a better understanding of the ways in which language and rhetoric can wield power and persuade the masses.

Essential Questions:

1. How is the American Dream defined?
2. Why is historical/social context, such as the Jazz Age, significant when reviewing the American Dream?
3. How do we define true social equality?
4. Do we each have a moral obligation to ensure freedom for others?
5. Which actions validate and encourage social change?

Learning Objectives:

Teachers use New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 11 and 12; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards (NJSLS) have been designated as learning targets for this unit. The comprehensive NJSLS are available at: <http://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides "ELL Scaffolded Student Learning Objectives" at: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u5.pdf>

The Great Gatsby**Learning Targets/ New Jersey Student Learning Standards**

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.

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.11-12.3. 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).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

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.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Technology Standards (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software
- 8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

Career Awareness, Exploration, Preparation Standards

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>):

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.9 Identify patterns and investigate relationships.
- 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

21st Century Content Standards (<http://www.state.nj.us/education/cccs/2014/career/91.pdf>):

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

Timeframe	Learning Targets	*Activities
4 weeks	<p>Students will be able to:</p> <p>To explore, question and evaluate the meaning of the themes and imagery within F. Scott Fitzgerald's <i>The Great Gatsby</i> in class discussion. (<u>RL. 11-12.2</u>)</p> <p>To understand and appreciate the prose style and rich language used in Fitzgerald's work through a reflective journal. (<u>RL. 11-12.4</u>)</p> <p>To examine the cultural and historical context of the Jazz Age, flappers and one of the most prosperous periods in American history through teacher-driven research tasks. (<u>SL. 11-12.1</u>)</p> <p>To compare the social conditions and warnings within F, Scott Fitzgerald's <i>Great Gatsby</i> and those of American society and culture today in a T-chart. (<u>RI. 11-12.2</u>)</p> <p>To examine non-fiction works that define American laws and values through inquiry-based research. (<u>RI.</u></p>	<p>Literary analytical essay</p> <p>Standard quizzes and tests</p> <p>Project-based learning activities</p> <p>Chapter response review</p> <p>Plot, theme, conflict scene reenactments</p> <p>Annotations and teacher/student translations of the text</p> <p>Integrated Research Activity</p> <p>Jazz Age- http://www.pbs.org/wgbh/amex/monkeytrial/peoplevents/e_jazzage.html</p> <p>Income Inequality- http://inequality.org/income-inequality/</p> <p>American Dream- http://www.loc.gov/teachers/classroommaterials/lessons/american-dream/students/thedream.html</p> <p>Social Class and Race- http://udel.edu/~cmarks/What%20is%20social%20class.htm</p> <p>Teacher Created Study Guide</p> <p>Fitzgerald quotations review http://www.sc.edu/fitzgerald/index.html</p> <p>"Fitzgerald and the Movies" Student summary exercise. http://www.sc.edu/fitzgerald/essays/movies.html</p> <p>"Princess Daisy" Silvia Plath and Fitzgerald? In Class Summary Activity http://www.sc.edu/fitzgerald/essays/plath.html</p> <p>"American Mobility" Lesson <i>America Now</i> (p.271)</p> <p>"We Are Not All Created Equal" <i>America Now</i> (p.267)</p>

	<p><u>11-12.7)</u></p> <p>Explore, question and evaluate the meaning of the themes and imagery within Fitzgerald's <i>The Great Gatsby</i> as evidenced in processed analytical writing (<u>RI.11-12.2; W.11-12.2b</u>).</p>	<p>In-class audio review, response and interpretation exercise</p> <p>Students will peer-review a literary critique such as "<i>The Great Gatsby</i> as a Business Ethics Inquiry" to further understand the unit.</p> <p>www.jstor.org</p> <p><i>*Teachers, please see the department Google Drive folder for sample lesson and assessments.</i></p>
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Supplemental Resources:

Informative texts

- "The American Dream – a Biography"
<http://www.readwritethink.org/classroom-resources/lesson-plans/chasing-dream-researching-meaning-30925.html>
- "Scott Fitzgerald Biography"
<http://www.readwritethink.org/classroom-resources/calendar-activities/scott-fitzgerald-author-great-20598.html>
- "Charles Scribner III comments on the original illustrations in *The Great Gatsby*"
<http://www.sc.edu/fitzgerald/essays/eyes/eyes.html>
- *Bill of Rights*
http://www.archives.gov/exhibits/charters/declaration_transcript.html

Films

- *The Great Gatsby* (Coppola)
- *The Great Gatsby* (Luhrman)
- "The Roaring Twenties" (PBS documentary)
http://www.pbs.org/jazz/time/time_roaring.htm

Short Stories

- "The Off Shore Pirate" Fitzgerald
- "Bernice Bobs Her Hair" Fitzgerald
- "Winter Dreams" Fitzgerald
- "Cat in the Rain" Hemingway
<http://www.vahidnab.com/cat.pdf>

Non- Fiction Articles

- “In a Sour Economy, What Happens to the American Dream?”
<http://www.readwritethink.org/classroom-resources/lesson-plans/chasing-dream-researching-meaning-30925.html>
- “We Are Not Created Equal” *America Now* (p.267) Stephen March
- “Waking Up From American Dreams”
<http://www.readwritethink.org/classroom-resources/lesson-plans/chasing-dream-researching-meaning-30925.html>

Informative texts in Connection to the American Dream (Primary Source Documents)

- Supreme Court and Civil Rights
<http://www.readwritethink.org/classroom-resources/lesson-plans/that-fair-examining-civil-294.html>
- Langston Hughes Biography
<http://www.readwritethink.org/classroom-resources/calendar-activities/langston-hughes-born-1902-20420.html>
- Malcolm X Biography
<http://www.readwritethink.org/classroom-resources/calendar-activities/malcolm-born-nebraska-1925-20517.html>
- Martin Luther King Biography
<http://www.readwritethink.org/classroom-resources/calendar-activities/1929-martin-luther-king-20396.html>
- Re- read “We Are Not Created Equal” *America Now* (p.267)
- “What Was the Harlem Renaissance?”
<http://www.pbslearningmedia.org/resource/vtl07.la.rv.text.whatharlem/what-was-the-harlem-renaissance/>
- Malcolm X: Black Nationalism
<http://www.pbslearningmedia.org/resource/iml04.soc.ush.civil.malc1/malcolm-x-black-nationalism/>

Films

- PBS “Malcolm X Make it Plain” <http://www.pbs.org/wgbh/amex/malcolmx/>

Short Stories

- “I Stand Here Ironing” Tillie Olsen
- “Thank you Ma’am” Langston Hughes
<http://staff.esuhds.org/danielle/english%20department%20village/rt/Short%20Stories/Thank%20You,%20Ma%27am.pdf>

Non-Fiction Articles

- “As Black As We Wish to Be” *America Now* (p.132) *NYT* Thomas Chatterton Williams
- “The Man on the Left” *America Now* (p.42).
- “How important Are Race and Ethnic Identity” *America Now* (p. 117)
- Dr. Martin Luther King’s Speech “ I have a Dream”
<http://www.archives.gov/press/exhibits/dream-speech.pdf>

A Raisin in the Sun**Learning Targets/ New Jersey Student Learning Standards**

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.

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.11-12.3. 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).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

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.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
 - Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Technology Standards (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software
- 8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

Career Awareness, Exploration, Preparation Standards

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>):

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.9 Identify patterns and investigate relationships.
- 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

21st Century Content Standards (<http://www.state.nj.us/education/cccs/2014/career/91.pdf>):

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

Timeframe	Learning Targets	*Activities
4-5 weeks	<p>Objectives: Students will be able to: To explore and question the themes and imagery that Lorraine Hansberry's <i>A Raisin in the Sun</i> presents- and to evaluate their meaning. (<u>RL. 11-12.2</u>)</p> <p>To understand and appreciate the struggles of those involved in social change and the price paid. (<u>SL. 11-12.1</u>)</p> <p>To examine the cultural and historical context of the Civil Rights Movement and the many issues surrounding the struggle. (<u>RI. 11-12.3</u>)</p> <p>To compare the social conditions expressed in <i>Raisin in the Sun</i> with those in current society. (<u>RL. 11-12.3</u>)</p> <p>To explore and question the themes as well as cultural and historical connections to the Civil Rights Movement and the play. (<u>RL. 11-12.2</u>)</p> <p>To review and appreciate Lorraine Hanberry's writing style and use of vernacular to express culture and pride. (<u>RL. 11-12.4</u>)</p>	<p>Narrative response (essay)</p> <p>Expository Essay Response</p> <p>Vocabulary Group Scene Reenactments</p> <p>Group Text Plot and Conflict Reenactments</p> <p>Group Share of historical document reading and Standard quizzes and tests</p> <p>Creative Cooperative learning activities</p> <p>21st century learning tasks (web quests)</p> <p>Teacher and Student-driven Study Guides</p> <p>Integrated Research Activity on:</p> <p>The Civil Rights Movement http://www.history.com/topics/black-history/civil-rights-movement</p> <p>The Great Black Migration http://www.history.com/topics/black-history/great-migration</p> <p>The Quest toward the American Dream Lorraine Hansberry Critique Review http://www.readwritethink.org/classroom-resources/lesson-plans/review-redux-introducing-literary-801.html</p> <p>Lorraine Hansberry Writing Task http://www.readwritethink.org/classroom-resources/lesson-plans/unlocking-underlying-symbolism-themes-272.html</p> <p>Examining the Civil Rights Era http://www.readwritethink.org/classroom-resources/lesson-plans/examining-legacy-american-civil-30642.html</p> <p>In-class and at home text annotation</p> <p>In-class and homework reading</p>

		<p>Students will peer-review a literary critique on “<i>A Raisin in the Sun: After 25 Years More Significant Than Ever</i>” to further enhance their reading of <i>A Raisin in the Sun</i>.</p> <p><i>*Teachers, please see the department Google Drive folder for sample lesson and assessments.</i></p>
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Supplemental Resources:**Informative texts**

- “I Have a Dream” Analyzing King’s Speech
<http://www.archives.gov/press/exhibits/dream-speech.pdf>
- *Declaration of Independence*
http://www.archives.gov/exhibits/charters/declaration_transcript.html
- *The United States Constitution*
http://www.archives.gov/exhibits/charters/declaration_transcript.html

Films

A Raisin in the Sun Sidney Poitier (1961)
A Raisin in the Sun Kenny Leon (2008)
The Rosa Parks Story Julia Dash (2002)
Mississippi Burning Alan Parker (1988)

Short Stories

“All That Rises Must Converge” Flannery O’Conner
“Revelation” Flannery O’Conner

Unit 4: Establishing Identity- Self Awareness and Exploration- *The Catcher in the Rye***Enduring Understanding:**

The Catcher in the Rye, through its narrative voice, offers a means through which students can study identity. Students will read *The Catcher in the Rye* and related fiction and non-fiction readings to understand social constructs and issues that young adults face. Exploration in the realm of psychology-- anti-social disorder, depression, the stages of grief and PTSD-- will further improve their knowledge of what makes them who they are. Students will learn about the tenets of transcendentalism to enhance their understanding of their place in society. In addition, students will study literary devices and rhetoric. Throughout the unit, students will respond in writing and speaking to what they are learning; as they do so, they will learn various rules of grammar/usage and essay writing.

Essential Questions:

1. How much does one have to compromise one's own values to assimilate and be a part of a social group and what does an individual lose and gain in the process of discovery?
2. What is Transcendentalism? How are the tenets of Transcendentalism still prevalent in our culture/literature today?
3. If individuals are responsible for making their own meaning and happiness in life, how does this aphorism apply to Holden in *The Catcher in the Rye*?

Learning Objectives:

Teachers use New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 11 and 12; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: <http://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides "ELL Scaffolded Student Learning Objectives" at: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u5.pdf>

Learning Targets/ New Jersey Student Learning Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Reading - Literature:

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.

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.11-12.3. 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).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading – Informational Texts:

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.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

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.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing:

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.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. 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.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

Speaking and Listening:

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.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language:

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

B. Spell correctly.

Technology Standards (<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>):

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software
- 8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

Career Awareness, Exploration, Preparation Standards

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>):

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.9 Identify patterns and investigate relationships.
- 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

21st Century Content Standards (<http://www.state.nj.us/education/cccs/2014/career/91.pdf>):

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

Timeframe	Learning Targets	*Activities
4 – 5 weeks	<p>Students will be able to:</p> <p>Explore and question the themes as well as cultural and historical connections of Transcendentalism and <i>The Catcher in the Rye</i> and how tenets thread together in a class discussion. (RL. 11-12.1; RI.11-12.2)</p> <p>Write an informal comparison and contrast essay on the social conditions of the Industrial Era and modern day society to explore how the tenets of Transcendentalism work as a balance to the demands of a work-driven society. (W.11-12.1)</p> <p>Understand and appreciate writer’s voice and the art of persuasion and the difference between formal and informal writing through close-reading work. (RL.11-12.3; RI.11-12.3)</p> <p>Demonstrate an understanding and analysis of the history of an author’s life and how their experiences are intertwined in their work in document-based writing. (SL.11-12.1)</p> <p>Delineate and analyze literature in terms of plot, theme, character, and</p>	<p>Essays – Literary Analysis, Persuasive http://www.readwritethink.org/classroom-resources/lesson-plans/literary-characters-trial-combining-799.html</p> <p>Quizzes and Tests http://www.scholastic.com/teachers/lesson-plan/answering-and-scoring-open-ended-questions</p> <p>Cooperative learning activities <i>The Catcher in the Rye</i> http://www.readwritethink.org/classroom-resources/lesson-plans/body-texts-body-texting-1170.html http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html</p> <p>Transcendentalism http://edtech2.boisestate.edu/CynthiaMills/502/jigsaw.html http://www.readwritethink.org/classroom-resources/lesson-plans/blogtopia-blogging-about-your-942.html</p> <p>Chapter questions/analysis questions <i>The Catcher in the Rye</i> http://www.readwritethink.org/classroom-resources/lesson-plans/name-that-chapter-discussing-197.html</p> <p>Transcendentalism</p>

	<p>setting. (RL.11-12.2; RL.11-12.3)</p> <p>Evaluate fiction and nonfictional texts and articulate a synthesis of the connecting themes that connect both. (RL.11-12.2; RI.11-12.2)</p> <p>Possess the skill to write analytically about literature and be able to synthesize information in a coherent manner. (W.11-12.1)</p> <p>Increase writing skills with a familiarity of the PARCC rubric and English Department writing criteria. (W.11-12.5)</p>	<p>http://www.readwritethink.org/classroom-resources/lesson-plans/examining-transcendentalism-through-popular-320.html</p> <p>Vocabulary assessment</p> <p>https://www.vocabulary.com/lists/24844#view=notes http://www.visualthesaurus.com/cm/lessons/salinger-and-the-vocabulary-of-the-vernacular/</p> <p>Students will peer-review on a literary critique such as “<i>In Cold Fear: The Catcher in the Rye Censorship Controversies and Postwar American Character</i>” to further understand the novel.</p> <p><i>*Teachers, please see the department Google Drive folder for sample lesson and assessments.</i></p>
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Supplemental Resources:**Informational Texts**

- Letters from J.D. Salinger – “The Young Salinger, Mordent, Yet Hopeful”
http://www.nytimes.com/2013/04/24/books/9-letters-from-young-j-d-salinger-unearthed.html?pagewanted=all&_r=0
- The Myth of JD Salinger:
http://www.newyorker.com/talk/2010/02/08/100208ta_talk_gopnik
- “Confessions of a Sociopath” by M. E. Thomas
- “Peeking Inside of the Mind of the Boy Dating Your Daughter”
<http://www.nytimes.com/2008/02/24/weekinreview/24parker-ART.html>
- “The Teenager’s Brain”
<http://www.psychologytoday.com/blog/health-matters/201006/the-teenagers-brain>
- “The Catcher and the Soldier: Hemingway's 'Soldier's Home' and Salinger's The Catcher in the Rye”
http://web.ebscohost.com/ehost/detail?vid=7&sid=67a744f1-d00d-437f-991f-c47984fa33c3%40sessionmgr4&hid=20&bdata=JnNpdGU9ZWVhc3QtbGl2ZQ%3d%3d#d_b=lfh&AN=8651229
- J.D. Salinger letter: <http://www.whosay.com/cameroncrowe/photos/135034>
- Transcendentalism
<http://www.bartleby.com/>
<http://www.transcendentalists.com/articles.htm>

Films

- *Field of Dreams*
- *Finding Forrester*
- *The Good Girl*
- *Rebel Without a Cause*
- *Salinger* (currently in production)
- Six Degrees of Separation – Will Smith clip about Hinkley and Holden being sociopaths
- Transcendentalism - Primer on the idea and the forerunners:
<http://www.pbs.org/wnet/americannovel/timeline/transcendentalism.html>

Short Stories

- “Teenage Wasteland” by Anne Tyler
- “A Soldier’s Home” by Ernest Hemingway

Essays

- “Words are What We Make of Them” by Shayna Diamond – *America Now*
- “Self-Reliance” by Ralph Waldo Emerson
<http://www.emersoncentral.com/selfreliance.htm>
- “Civil Disobedience” by Henry David Thoreau
<http://thoreau.eserver.org/civil.html>
- “Transcendental Bible” by Lidian Emerson

Poetry

- “The Soul Selects Her Own Society” by Emily Dickinson
- “Meditations” by Margaret Fuller
- “Nature” and “The Children’s Hour” by Henry Wadsworth Longfellow
- “The Reasons for Skylarks” by Kenneth Patchen
- “Song of Myself” by Walt Whitman

Recommended Reading for Independent Reads (for those who loved Catcher):

- *Perks of Being a Wallflower* –Stephen Chbosky
- *Some Day This Pain Will Be Useful to You* – Peter Cameron
- *Project X* – Jim Shepard
- *It’s Kind of a Funny Story* – Ned Vizzinni

Recommended Websites

- <http://owl.english.purdue.edu/owl/>
- <http://www.bookdrum.com/books/the-catcher-in-the-rye/9780140237504/bookmarks.html>
- http://www.corndancer.com/tunes/tunes_db.html

V. Course Materials

Core (Required) Texts

Novels:

- *The Crucible* by Arthur Miller
 - ✓ This play is studied in the first semester to align with US History II cross-curricular study of historical and social context.
- *To Kill a Mockingbird* by Harper Lee
- *The Great Gatsby* by F. Scott Fitzgerald
 - ✓ This novel is studied in the second semester to align with US History II cross-curricular study of historical and social context.
 - ✓ *A Common Core and NCTE/IRA Standards-Based Literature Guide by Secondary Solutions is provided to eac Grade 11 Teacher.*
- *Catcher in the Rye* by J.D. Salinger

Text/Compilation of Shorter Nonfiction Texts:

- *America Now: Short Readings from Recent Periodicals (Tenth Edition ©2013)* by Robert Atwan, Series Editor.

Publisher's (Bedford St. Martin's) description of the text from their web site

(<http://bedfordstmartins.com/Catalog/product/americanow-tenthedition-atwan>):

America Now has always been characterized by its brief and very current readings that reflect what students are talking and writing about right now. As series editor for *The Best American Essays*, Robert Atwan constantly scours a wide range of print and online periodicals, bringing to *America Now* an unrivaled awareness of the best writing on today's issues — and the top-notch editorial support students need to approach it and to create solid academic writing of their own. The print text is now integrated with e-Pages for *America Now*, designed to take advantage of what the Web can do, with carefully curated, multimodal selections. When you use *America Now* in your course, the essential texts of today are both the words on a page and the world on a screen.

Secondary (Supplemental) List of Texts:

Novels and Books

- *The Adventures of Huckleberry Finn* by Mark Twain
- *The Autobiography of Frederick Douglass*
- *The Bluest Eye* by Toni Morrison
- *Cannery Row* by John Steinbeck

Novels and Books (Continued):

- *Ethan Frome* by Edith Wharton
- *The Girl's Guide to Hunting and Fishing* by Melissa Bank
- *The Grapes of Wrath* by John Steinbeck
- *I Know Why the Caged Bird Sings* by Maya Angelou
- *In Our Time* by Ernest Hemingway
- *The Red Badge of Courage* by Stephen Crane
- *The Sun Also Rises* by Ernest Hemingway
- *Their Eyes Were Watching God* by Zora Neale Hurston
- *Tortilla Flats* by John Steinbeck

Plays

- *Fences* by August Wilson
- *The Glass Menagerie* by Tennessee Williams
- *Julius Caesar* by William Shakespeare
- *Our Town* by Thornton Wilder
- *A Raisin in the Sun* by Lorraine Hansberry
- *A Streetcar Named Desire* by Tennessee Williams
- *Twelfth Night* by William Shakespeare

Essays

- The Essays of Ralph Waldo Emerson
- The Essays of Henry David Thoreau

Poems

- The Poetry of Langston Hughes
- The Poetry of Emily Dickinson
- The Poetry of Walt Whitman

Film Studies:

- *Mr. Smith Goes to Washington*
- *Rebel Without a Cause*
- *The Sixth Sense*
- *A Time to Kill*

Textbooks:

- *Adventures in American Literature*, Harcourt Brace Jovanovich Publishers
Excerpts, Short Stories, and Poems from the following authors:
William Bradford, Anne Bradstreet, Edward Taylor, Jonathan Edwards, Benjamin Franklin, Patrick Henry, Thomas Paine, Thomas Jefferson, Phyllis Wheatley, Washington Irving, James Fenimore Cooper, William Cullen Bryant, Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, Abraham Lincoln, Ambrose Bierce, Willa Cather, Jack London, Edwin Arlington Robinson, Edgar Lee Masters, Henry James, James Thurber, Isaac Bashevis Singer, Eudora Welty, Bernard Malamud, Flannery O'Connor, John Updike, Tom Perrotta, Anne Tyler, Sylvia Plath, Robert Frost, Alice Walker, Carl Sandburg, Ezra Pound, William Carlos Williams, Amy Lowell, Wallace Stevens, Ezra Pound, Marianne Moore, T.S. Eliot, e.e. cummings, Edna St. Vincent Millay, Archibald MacLeish, Claude McKay, Jean Toomer, Langston Hughes, Countee Cullen, Ogden Nash, Robert Penn Warren, W.H. Auden, Theodore Roethke, Elizabeth Bishop, Robert Hayden, Karl Shapiro, Randall Jarrell, John Berryman, William Stafford, Robert Lowell, Gwendolyn Brooks, James Dickey, Denise Levertov, James Merrill, Anne Sexton, Adrienne Rich, E.B. White, S.J. Perelman, James Baldwin, William Faulkner, Ralph Ellison, Rolando R. Hinojosa-Smith, Elinor Wylie, Thomas Wolfe, John Dos Passos, Susan Glaspell
- *American Short Stories: 1920 to the Present*, Perfection Learning Corporation
Texts from the following authors:
Ray Bradbury, John Cheever, Kurt Vonnegut, Katherine Anne Porter, Carson McCullers, James Thurber, Shirley Jackson, Truman Capote, Flannery O'Connor, Tim O'Brien, Raymond Carver, Bobbie Ann Mason, Louise Eldrich, E.L. Doctorow, Russell Banks, Garrison Keillor, Amy Tan, Joyce Carol Oates, Barbara Kingsolver, T. Coraghessan Boyle, Robert Olen Butler, Sherman Alexie, Andre Dubus, Tobias Wolff, Paul Theroux

VI. Assessments

Formative Assessments

- Vocabulary Practice
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Journal Prompts – with Double Entry Journals
- Essay Drafts
- Reading Comprehension Quizzes with Reading Checks for Annotation and/or Notes
- Pretests

Summative Assessments

- Vocabulary Quizzes
- Processed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- Unit Tests
- Timed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- MLA Research Paper
- Independent Reading Project
- Projects
- Presentations

VII. Interdisciplinary Connections and Alignment to Technology standards

English/Social Studies

Based on English and Social Studies Department collaboration, the following topics have been identified across the American Literature and US History II curricula:

- Civil Rights
- Class Separation/Division
- Education System
- Poor/Wealthy
- Gates/Koch Brothers
- Ferguson

In turn, integrated lesson work has been created based on the essential question:

- How is our American culture shaped by socioeconomic class distinction?

English/Media Arts

Students choose books for independent reading projects in collaboration with the high school media specialist.

Technology-based process supports the construction of the MLA-research paper. This includes a media-driven lesson on acceptable academic sources and computer-based production of a formal research paper.

The Fair Lawn High School Library supports the college application essay summer writing assignment (www.fairlawnschools.org/summer) through a resource page: <http://flhs.org/flhslibrary/63-summer-reading/199-college-essay-writing>.