

5--The Legacy of Slavery

Content Area: **ELA**
Course(s): **Accelerated English 11**
Time Period:
Length: **4 weeks**
Status: **Published**

Course Pacing Guide

Accelerated American Literature explores the forces that constantly (re)shape American identity, taking us from the colonial era to present day, and examines both the noble and problematic aspects of the American experience through literary and nonfiction texts.

Unit	MP	Weeks
American Identity and Creation of the Dream	1	3
Questioning/Corrupting the Dream	1-2	5
American Philosophy: Nature and Transcendentalism	2	4
Trials, Tests, and Manifest Destiny	3	4
		4
The Legacy of Slavery	3	
Modernism/Postmodernism	4	5

Unit Overview

Students will read, analyze, and discuss different texts to ascertain a better of understanding of America's "original sin": slavery.

Enduring Understandings

The outsize role enslaved people played in building the economy of the United States, first as colonies then as an independent nation.

The various ways the institution dehumanized African-Americans.

How slavery continued to exist in the form of convict-leading/vagrancy laws following the 13th amendment.

The continued subjugation of African-Americans for generations, from Jim Crow laws to redlining to a racist

Essential Questions

How did slavery dehumanize African-Americans? How were they abused physically, mentally, emotionally, spiritually?

How did the government and the ruling class actively keep African-Americans trapped in the bottom rung of society following the Civil War?

How does the legacy of slavery continue to manifest in the criminal justice system, redlining/segregation, and voter suppression?

New Jersey Student Learning Standards (No CCS)

LA.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.
LA.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.
LA.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).
LA.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.
LA.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).
LA.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.
LA.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).
LA.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.
LA.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.

Amistad Integration

The unit call specific attention to not only the institutuion of slavery, but the idea that we--as a country and individuals-- did not simply "wash our hands" of it following the Civil War and the 13th Amendment. This unit is taught with the understanding that we cannot move forward as a society if we do not come face-to-face with the horrors of the past.

Holocaust/Genocide Education

- Unit text requires that readers consider human nature and behavior, prejudice/discrimination, and moral responsibilities in acting in a complex & diverse society

Interdisciplinary Connections

SOC.6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.A.4.c	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
SOC.6.1.12.C.1.b	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

Technology Standards

TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

21st Century Themes/Careers

Financial Literacy Integration

PFL.9.1.12.F.1

Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

Instructional Strategies & Learning Activities

Activities

- Socratic seminars/class discussion
- small group work to discuss and analyze literature
- timed writing prompts
- examination of modern media that reflect themes in classic texts
- Class debates and discussions
- Peer editing
- Teacher-made worksheets
- outline, draft, revise thesis driven essay
- interview family member about family history; write narrative based on findings; write analysis of findings linking them to texts from the quarter

Differentiated Instruction

- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Self-Directed Learning
- Debate
- LMS use
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws

- Concept Attainment
- Flipped Classroom
- Assessment Design & Backwards Planning

Formative Assessments

- Annotations
- Quick write
- Reading checks
- Open-ended journal entries
- Class discussion
- Close reading questions

Summative Assessment

- Synthesis essay
- Creative essay or project

Benchmark Assessments

- Synthesis essay (SGO data tracking)

Resources & Technology

- EBSCO Host (research)
- Chromebooks
- Promethean Board
- Google Docs/Google Drive

BOE Approved Texts

A Mercy by Toni Morrison

Piano Lesson by August Wilson

The Interesting Narrative of the Life of Olaudah Equiano

Amistad (clips)

12 Years a Slave (clips)

Slavery by Another Name (documentary)

Closure

- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Specify and list exactly what the student will need to learn to pass.
- Keep the classroom quiet during intense learning times.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Divide tests into small sections of similar questions or problems.
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Provision of notes or outlines

- Concrete examples
- Assistance in maintaining uncluttered space
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Use de-escalating strategies
- Chart progress and maintain data

Gifted and Talented

- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Tiered learning
- Focus on effort and practice
- Encourage risk taking