# Unit 3: Conflict & Resilience Book Club

Content Area: **Language Arts Literacy**
Course(s): **English 10 CP**
Time Period: **Marking Period 2**
Length: **10 Blocks**
Status: **Published**

## Course Description

The English 10 CP course is a survey of American Literature from pre-colonial to present day that includes textbook, novel, essay, and online resources that can be utilized via the Google Classroom and other applications. Students will embrace the  approach of  Workshop while working through the course curriculum. Teachers will present mentor texts to model/enrich alongside student selections of works that coincide with each unit of study.

## Unit Description

**Stage 1-- Desired Results**

**Unit Purpose:** In this book club unit, *The Things They Carried* by Tim O'Brien is the mentor text, inviting students into analysis of key literature elements of texts that provide insight into themes centered around conflict, resilience, and identity. In addition to reading this canonical text, teachers will, through read alouds and close reading studies, introduce students to own voice narratives of the Vietnam War experience. Students will explore these themes within the book club selections.

**Established Goals:** New Jersey Student Learning Standards: English Language Arts Grades 9 and 10

RL.9-10.1.Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

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

Range of Reading and Level of Text Complexity

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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

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 set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

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

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

SL.9-10.5.Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

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

**Understandings:**

**Students will understand that…**

Literary elements work together to advance character development and the plot.

Literary lenses enable readers to understand the human condition through literature.

Humans are able to endure through and triumph from adversity.

Stories help us shape our idenitities.

**Students will know…**

How to cite textual evidence to support thinking.

Key literary elements that advance character and plot.

Literary lenses through which to read and analyze.

**Essential Questions:**

When should an individual take a stand in opposition to an individual or larger group?

How might if feel to live through a conflict that disrupts your way of life?

How do we form and shape our identities?

If any, what are the boundaries of love and sacrifice, and where does one draw the line between them?

**Students will be able to…**

Grapple with difficult texts with diminishing scaffolding.

Read closely to determine what the text says explicitly and inferentially, and where the text leaves matters uncertain.

Think critically about a text and express thoughts through annotations and extended writing, using textual evidence for support.

Analyze complex characters.

Determine and analyze diction and the impact of language.

Analyze how an author draws on source

material.

Determine, analyze, and track the development of central ideas and themes.

Analyze the impact of an author's structural choices.

Utlize literary lenses to perform higher-level analysis of text.

## Stage 2 -- Assessment Evidence

**Formative Assessments:**

Quizzes (3 "Minor" Assessments)- Demonstration of explicitly-taught skills through quizzes:

**Summative Assessments:**

Reading On Demand Skills Assessment

Research Project with choice of media presentation

**HW/CW:**

Reader's Notebook (5 "Homework" student-selected entries) - Five entries over the course of the unit in which reading skills are explored.

## Stage 3 -- Learning Plan

**Learning Activities:**

- Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding of reading literature through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading of a novel and select appropriate text choices for self.
- Read Aloud from mentor texts.
- Think Alouds as part of mini-lessons in which teacher demonstrates the application of standards.
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of reading novels at grade-level complexity.
- Engage in protected time for independent reading.
- Confer individually with teacher.
- Engage in small-group reading-skills-based instruction.
- Share and collaborate with assigned reading partners.
- Experience group activities where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

### Mini-Lessons

Historical background knowledge

Conflict

Character foils

Symbolism

Postcolonial Literary Theory

Psychoanalytic Literary Theory

Themes

**Resources**

**Works of Study:**

***The Things They* Carried by Tim O'Brien**

**Book Club Choices :**

*The Things They Carried, Extremely Loud & Incredibly Close, If Beale Street Could Talk, The Absolutely True Diary of a Part Time Indian, Little Women*

**Poitential Works of Study:**

*Ken Burns & Lynn Novick: The Vietnam War*: *https://nj.pbslearningmedia.org/resource/93fa027e-f03f-469e-8ef4-668114ba3b88/the-things-they-carried-lesson-plan-ken-burns-lynn-novick-the-vietnam-war/*

*Patrol* by Walter Dean Meyer

Excerpts from own voices texts: *Inside Out and Back Again* by Thanhha Lai, *The Sympathizer* by Viet Than Nguyen, *Catfish and Mandala* by Andrew X. Pham, *The Sorrow of War* by Bao Ninh, *The Gangster We Are All Looking For* by Lê Thị Diễm Thúy

*Boots on the Ground: America's War in Vietnam* by Elizabeth Patridge

"Facing It" -Yousef Komunyakaa & other poetry of the Vietnam War: https://www.poetryfoundation.org/collections/144186/the-poetry-of-the-vietnam-war

**Online Resources:**

NEA's The Big Read: https://www.arts.gov/national-initiatives/nea-big-read/the-things-they-carried

NCTE's Tim O'Brien in the Classroom: https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/54663Chap02_x.pdf

**Vocabulary:**

*Students self-select words, keeping a running vocabulary collection in their reader's/writer's

notebook.

**SAT Connection:**

*The Official SAT Study Guide*

*Chapter 6 Command of Evidence*

*Chapter 7 Words in Context*

*Chapter 9 Reading: Information and Ideas*

*Chapter 10 Reading Rhetoric*

*Chapter 11: Reading Synthesis*

*Chapter 14 Writing and Language: Expression of Ideas*

*Chapter 15 Writing and Language: Standards of English Conventions*

## CONSIDERATIONS FOR DIVERSE LEARNERS

**Accommodations and Modifications:**

**Students with Disabilities, English Language Learners,**

**Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations

- Authentic assessments
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios
- Problem-based learning
- Interest-based research
- Authentic problem-solving

Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Personal vocabulary
- Text-to-speech
- Simplified instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Strategies and Practices that Support At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Guided reading
- Introduce key vocabulary before the lesson
- Work in a small group
- The lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability
- Choice Boards

- Literature circles
- Project-based learning
- Graphic organizers
- Choice books
- Mini-Workshops  to reteach or extend
- Jigsaw
- Goal-setting with students
- Use of a reading buddy
- Exploration based on interest

Strategies and Practices that Support Students with 504 Plans:

- Follow all the 504 plan modifications
- Text-to-speech/audio-recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high-frequency words and phonemic patterns

## Standards

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| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.9-10.2 | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. |
| LA.RI.9-10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| LA.RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from |

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| | that of a newspaper). |
| LA.RI.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| LA.RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose. |
| LA.RI.9-10.8 | Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. |
| LA.RI.9-10.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts. |
| LA.RI.9-10.10a | By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. |
| LA.RI.9-10.10b | By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. |
| LA.SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| LA.SL.9-10.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |
| LA.SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| LA.SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. |
| LA.L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.9-10.1.A | Use parallel structure. |
| LA.L.9-10.1.B | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

## Anchor Standards

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| LA.K-12.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. |
| LA.RH.9-10.1 | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| LA.RH.9-10.2 | Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| LA.K-12.NJSLSA.R2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

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| LA.RH.9-10.3 | Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. |
| LA.K-12.NJSLSA.R3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| LA.K-12.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. |
| LA.RH.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. |
| LA.RL.9-10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| LA.K-12.NJSLSA.R5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| LA.RH.9-10.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| LA.K-12.NJSLSA.R6 | Assess how point of view or purpose shapes the content and style of a text. |
| LA.RH.9-10.6 | Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| LA.K-12.NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| LA.RH.9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. |
| LA.RH.9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author's claims. |
| LA.K-12.NJSLSA.R8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| LA.RH.9-10.9 | Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. |
| LA.K-12.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. |
| LA.K-12.NJSLSA.R10 | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| LA.RH.9-10.10 | By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. |
| LA.K-12.NJSLSA.W1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.K-12.NJSLSA.W2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.K-12.NJSLSA.W3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| LA.K-12.NJSLSA.W4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| LA.K-12.NJSLSA.W5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| LA.K-12.NJSLSA.W6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| LA.K-12.NJSLSA.W7 | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |
| LA.K-12.NJSLSA.W8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| LA.K-12.NJSLSA.W9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.K-12.NJSLSA.W10 | 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, and audiences. |
| LA.SL.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| LA.SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| LA.SL.9-10.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |
| LA.SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| LA.SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. |
| LA.SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. |

## Interdisciplinary Standards

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| LA.RH.9-10.1 | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| LA.RH.9-10.2 | Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| LA.RH.9-10.3 | Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. |
| LA.RH.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. |
| LA.RH.9-10.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| LA.RH.9-10.6 | Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |

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| LA.RH.9-10.9 | Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. |
| LA.WHST.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. |
| LA.WHST.9-10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| LA.WHST.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| LA.WHST.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

## Holocaust & Amistad Connections

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| 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.3.i | Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. |
| SOC.6.1.12.A.5.b | Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. |
| SOC.6.1.12.D.5.d | Relate varying immigrants' experiences to gender, race, ethnicity, or occupation. |
| SOC.6.3.12.D.1 | Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy. |

## Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

## Computer Science & Design Thinking (CS & DT):

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find

information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

## LGBTQ & Persons With Disabilities

**Persons with Disabilities**

- NewsELA - Entrepreneurs who are deaf overcome obstacles to own businesses
- NewsELA - Opinion: Weight discrimination is wrong, but still legal in most places
- PTSD: https://www.publichealth.va.gov/exposures/publications/agent-orange/agent-orange-summer-2015/nvvls.asp

**LGBTQ**

"How Exclusion From the Military Strengthened Gay Identity in America" https://www.rollingstone.com/culture/culture-news/how-exclusion-from-the-military-strengthened-gay-identity-in-america-125267/

Speaking Out: LGBTQ Veterans: https://www.loc.gov/vets/stories/ex-war-lgbt-2016.html