

# **Unit 3: Civil Rights Copied from: ELA 1H, Copied on: 02/21/22**

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Course(s): **ELA 1H**  
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Length: **4-6 weeks Grade 9 Honors**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**English 1 - 9th Grade**

**Unit 3- The Literature of Civil Rights**

**Belleville Board of Education**

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**Belleville, NJ 07109**

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Board Approved: September 23, 2019

## **Unit Overview**

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In the Civil Rights unit, students will apply critical reading skills to various forms of literature that explore the theory of change. Throughout the unit, students will analyze themes, vocabulary, plot and literary elements. The use of reading strategies and ability to cite textual evidence to support claims will be exercised throughout the unit. Students will critique what makes the literature influential to society, as well as analyze their themes and timeliness attributes.

## **Enduring Understanding**

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### **Enduring Understanding:**

- Civil Rights unit provides students with another perspective on the topic of civil rights.
- Reflection, both mentally and in written form is important.
- Stories and speeches that reflect ideas, themes, and the civil rights time period , help the reader absorb the experience and the wisdom to come up with his/her own definition and understand of the experience
- Reading expands understanding of the world, its people and oneself.
- Readers use strategies to construct meaning.
- Readers develop a deeper understanding through reflection of text.
- Writing is a multi-stage process

- **Essential Question:** Questions that will help trigger discussion and understanding of the main ideas and topics presented in this unit.

## **Essential Questions**

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- How can words inspire change?
- How do words have the power to provoke, calm, or inspire?
- How are appearance and reality linked?
- How do novels allow readers to explore common world themes?
- How do readers deepen their understanding of text?
- In what ways can an author narrate a story?
- What connections can you make fictional characters?
- Why can a story be changed when being told from different points of view?
- How can a reader describe a character based on their thoughts and actions?
- How can reading strategies help to determine the meaning of words and phrases in text?
- How can similarities and differences be found when comparing stories?
- Why should readers use strategies to figure out the meaning of multiple meaning words?

## **Exit Skills**

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By the end of Grade 9, ELA Unit 3, the student should be able to:

- Apply a variety of reading strategies to civil rights literature
- Respond to literature using a variety of modes
- Plan, draft, revise, edit, proof and publish essays and a research paper that analyze characters or themes
- Cite textual evidence to support claims and arguments made based on reading and discussion

## **New Jersey Student Learning Standards (NJSLS-S)**

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|                |  |
|----------------|--|
| LA.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.  |
| LA.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.   |
| LA.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). |
| 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.9-10.5   | 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.9-10.7   | Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.   |
| 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.W.9-10.1    | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |
| LA.W.9-10.1.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.  |
| LA.W.9-10.2.A  | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  |
| LA.W.9-10.2.D  | Use precise language and domain-specific vocabulary to manage the complexity of the topic.   |
| LA.W.9-10.3    | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| LA.W.9-10.3.C  | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| LA.W.9-10.6    | Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.   |
| LA.W.9-10.9    | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.   |
| LA.W.9-10.10   | 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, and audiences.  |
| LA.SL.9-10.1.B | 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.   |
| 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.9-10.5  | 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.9-10.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.9-10.3   | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.   |
| LA.L.9-10.4.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.  |
| LA.L.9-10.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   |
| LA.L.9-10.6   | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## **Interdisciplinary Connections**

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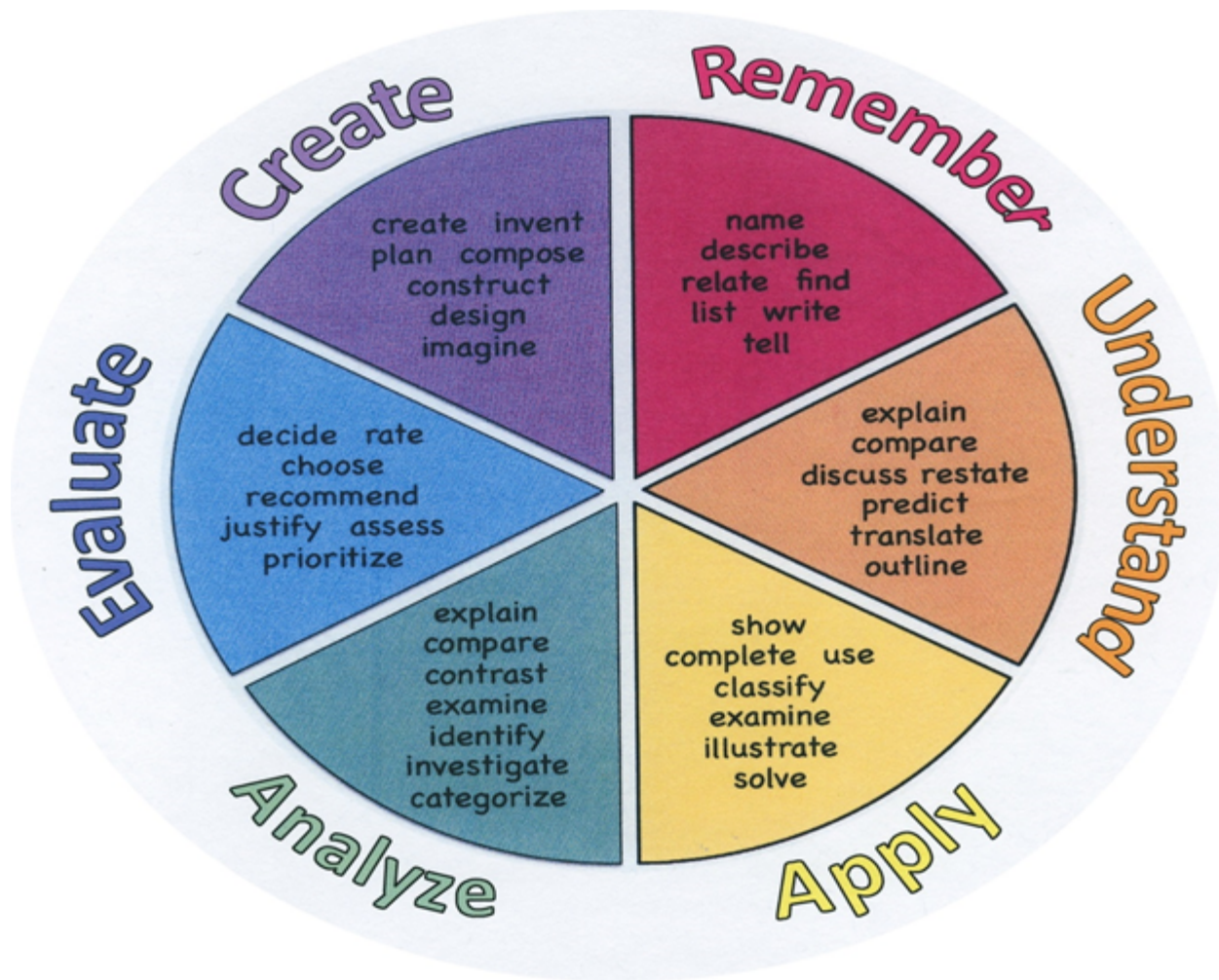
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|-------------------|---|
| SOC.9-12.1        | What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?     |
| SOC.9-12.1.1      | Chronological Thinking  |
| SOC.9-12.1.1.1    | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.  |
| SOC.9-12.1.1.2    | Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.  |
| SOC.9-12.1.3.1    | Distinguish valid arguments from false arguments when interpreting current and historical events.   |
| SOC.9-12.1.3.2    | Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.   |
| SOC.9-12.1.3.3    | Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. |
| SOC.9-12.1.4.1    | Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.   |
| TECH.8.1.12.A     | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.  |
| TECH.8.1.12.A.2   | Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  |
| TECH.8.1.12.A.CS1 | Understand and use technology systems.  |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively.   |

## Learning Objectives

- Identify the plot, themes and characters of the novel
- Apply interpretive reading strategies to civil right literature
- Analyze various literary techniques employed by the author
- Research and prove a thesis in written form
- Write a literary analysis research paper
- Interpret literary elements used in the novels
- Plan, draft, revise, edit, proof and publish essays that analyze characters or themes
- Compare informational text to other texts researched
- Locate secondary sources to support claims

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember  | Understand    | Apply       | Analyze       | Evaluate  | Create      |
|-----------|---------------|-------------|---------------|-----------|-------------|
| Choose    | Classify      | Choose      | Categorize    | Appraise  | Combine     |
| Describe  | Defend        | Dramatize   | Classify      | Judge     | Compose     |
| Define    | Demonstrate   | Explain     | Compare       | Criticize | Construct   |
| Label     | Distinguish   | Generalize  | Differentiate | Defend    | Design      |
| List      | Explain       | Judge       | Distinguish   | Compare   | Develop     |
| Locate    | Express       | Organize    | Identify      | Assess    | Formulate   |
| Match     | Extend        | Paint       | Infer         | Conclude  | Hypothesize |
| Memorize  | Give Examples | Prepare     | Point out     | Contrast  | Invent      |
| Name      | Illustrate    | Produce     | Select        | Critique  | Make        |
| Omit      | Indicate      | Select      | Subdivide     | Determine | Originate   |
| Recite    | Interrelate   | Show        | Survey        | Grade     | Organize    |
| Select    | Interpret     | Sketch      | Arrange       | Justify   | Plan        |
| State     | Infer         | Solve       | Breakdown     | Measure   | Produce     |
| Count     | Match         | Use         | Combine       | Rank      | Role Play   |
| Draw      | Paraphrase    | Add         | Detect        | Rate      | Drive       |
| Outline   | Represent     | Calculate   | Diagram       | Support   | Devise      |
| Point     | Restate       | Change      | Discriminate  | Test      | Generate    |
| Quote     | Rewrite       | Classify    | Illustrate    |           | Integrate   |
| Recall    | Select        | Complete    | Outline       |           | Prescribe   |
| Recognize | Show          | Compute     | Point out     |           | Propose     |
| Repeat    | Summarize     | Discover    | Separate      |           | Reconstruct |
| Reproduce | Tell          | Divide      |               |           | Revise      |
|           | Translate     | Examine     |               |           | Rewrite     |
|           | Associate     | Graph       |               |           | Transform   |
|           | Compute       | Interpolate |               |           |             |
|           | Convert       | Manipulate  |               |           |             |
|           | Discuss       | Modify      |               |           |             |
|           | Estimate      | Operate     |               |           |             |
|           | Extrapolate   | Subtract    |               |           |             |
|           | Generalize    |             |               |           |             |
|           | Predict       |             |               |           |             |



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### Suggested Activities & Best Practices

Example: Begin the class with a "Do Now" asking the essential question, "How can words inspire change?"

**Student Centered Learning:** Students should either have already selected groups or groups of their choosing and we ready to jigsaw or answer higher order thinking discussion questions related to the theme or topic of the piece of literature being discussed.

**Use of Rubrics:** After discussing an assignment, allow students to create what they believe to be a fair rubric for assessing the assignment. This allows the students to have a say in how they will be graded as well as accountability for the assignment.

**Starting classes with a "Do Now" activity:** Using a connection to life question that relates to the piece of literature will make the students be able to connect to the text and jump start to discussion.

**Allowing students to choose their own projects:** Having a variety of projects that the students can choose from helps address all learning types. This will allow the students to choose the project they feel they can be most successful in completing.

**Brainstorming:** This helps in the writing process because it will allow the student to know if they are grasping the topic

**Writing Process:** Having students be involved in the writer's workshop process of writing

### **Assessment Evidence - Checking for Understanding (CFU)**

Example: After reading "Letter from Birmingham Jail", students should get into groups and create questions for the other groups based off of the reading. They all exchange the questions and answer all of the groups' questions. - formative assessment

#### **On Pearson Online Portal:**

Unit Quizzes - summative assessment

Selection Quizzes - summative assessment

Unit Tests - summative assessment

Selection Tests - summative assessment



Various worksheets to go along with selections - formative assessment

**Department Made:**

Quarterly Assessments/Common Benchmarks - summative assessment

Unit/Selection Review - formative assessment

**Teacher Made:**

Web-Based Assessments - alternative assessment

Various Assignments/Projects/Essay Topics - alternative assessment

Evaluation Rubrics - formative assessment

Exit Tickets - formative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar

- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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Textbook (Digital and Hardcopy): My Perspectives English Language Arts- 9th grade Edition

Grammar: Heath

Literature:

Whole-class Learning

I Have a Dream by Dr. Martin Luther King Jr

Letter From Birmingham Jail by Dr. Martin Luther King Jr

Media Video- Remarks on the Assassination of Martin Luther King Jr

Small-group Learning

For My People by Margaret Walker

Traveling by Grace Paley

Independent Learning

Frank McCain Dies-Helped Start Sit-in Movement at Greensboro Lunch Counter by Jeff Tiberi

The Many Lives of Hazel Bryan by David Margolick

Novel choices;

To Kill a Mockingbird by Harper Lee

The Color Purple by Alice Walker

Writing:

Informative Essay

Grammar:

Preposition/Prepositional Phrases

\*Various Independent Learning Selections as choices available on the digital textbook

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## **Ancillary Resources**

- Teacher made study packets for corresponding pieces of literature
- Supplemental materials available on Pearson digital textbook
- Youtube
- Google Classroom

## **Technology Infusion**

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Chromebooks

SmartTV

Microsoft Word

Google Classroom

GoogleDocs

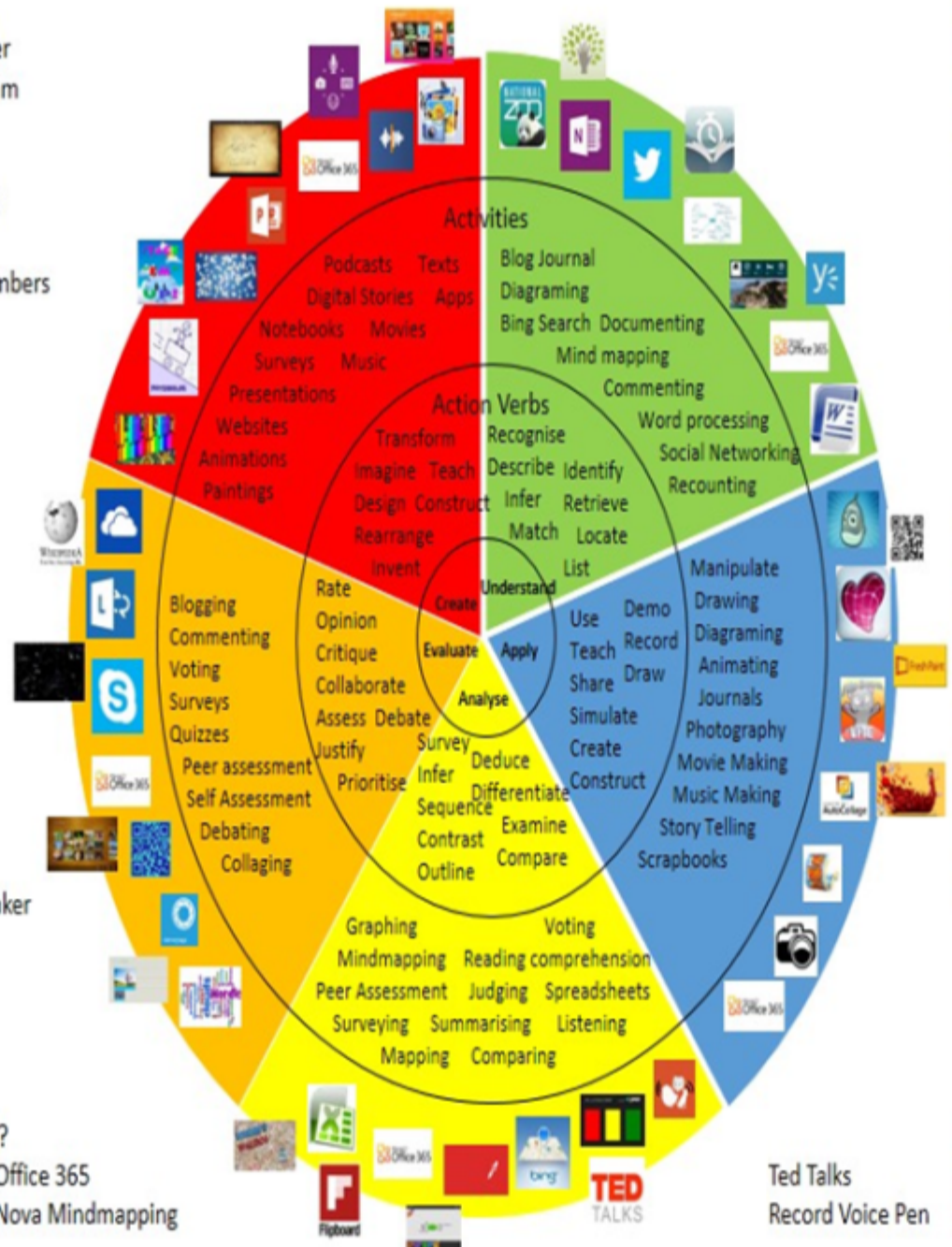
## Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
Photostory 3  
Kid Story Builder  
Music Maker Jam  
Paint A Story  
Office 365  
MS PowerPoint  
Stack 'Em Up  
NqSquared Numbers  
Physamajig  
Xylophone 8

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Where's Waldo?  
MS Excel  
Flipboard  
Office 365  
Nova Mindmapping

Ted Talks  
Record Voice Pen



## Alignment to 21st Century Skills & Technology

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- English Language Arts;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

|                   |  |
|-------------------|--|
| CAEP.9.2.12.C.1   | Review career goals and determine steps necessary for attainment.  |
| CAEP.9.2.12.C.2   | Modify Personalized Student Learning Plans to support declared career goals.   |
| CAEP.9.2.12.C.3   | Identify transferable career skills and design alternate career plans.   |
| TECH.8.1.12       | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems.   |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes.  |

## 21st Century Skills/Interdisciplinary Themes

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

|                 |   |
|-----------------|---|
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| CAEP.9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.       |
| CAEP.9.2.12.C.9 | Analyze the correlation between personal and financial behavior and employability.  |

## 21st Century Skills

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

|                 |   |
|-----------------|---|
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans.  |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education.  |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.   |
| CAEP.9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. |

## Differentiation

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Example: Teacher create graphic organizers as the students read "I Have a Dream" to help organize the thoughts and ideas of Martin Luther King.

### Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Dictation to scribe
- Small group setting

### Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Group investigations
- Guided Reading

- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

### **Special Education Learning (IEP's & 504's)**

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Example: After assigning the written assignment for To Kill a Mockingbird, give students time to discuss the assignment, and explain it further to each other in their groups. The teacher will oversee this and float around the room to explain the directions further if needed.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes



- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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Example: Students will view the movie, To Kill a Mockingbird to help with further understanding of the theme.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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Example: After completing the study guide questions for To Kill a Mockingbird, the students will be allowed to review and change their answers in their packet after the small and whole group discussions.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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Example: In addition to the assigned written assignment, students should also complete a project on To Kill a Mockingbird.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit

- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

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Unit Name: Civil Rights

NJSLS: **LA.9-10.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.*

Interdisciplinary Connection: World Languages, World History

Statement of Objective: Analyze tone and diction in I Have a Dream; Interpret the meaning of words used in the text, analyze characters, and synthesize the plot with setting of the story.

Anticipatory Set/Do Now: Write a statement about the content of the selection, based on its title.

Learning Activity:

- Do Now
- Collaborative group/In-class reading
- Note-taking/Writing
- Lecture/Googleslides
- CFU

Student Assessment/CFU's:

- Exit Ticket

Materials:

- Perspectives textbook-hardcopy and online
- Graphic organizer

#### 21st Century Themes and Skills:

- Global Perspectives
- Civic Literacy

#### Differentiation/Modifications:

- Pairing oral instructions with visuals
- Provide assignment ahead of time
- Provide study guides

#### Integration of Technology:

- SmartTV
- Googleslides
- Google Classroom
- Video

LA.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.