Fear and Hysteria: Communities in Conflict

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **9-10 Weeks**
Status: **Published**

Brief Summary of Unit

Focus: "The trouble with hysteria is that it's contagious." -Romain Gary, White Dog

Summary: This unit is designed to examine moments in history when fear drove individuals to act out in certain ways causing hysteria within communities. Students will read a wide range of texts exploring societies in the past that have faced this hysteria. Although some of the texts will be fiction, there will be an emphasis on nonfiction within this unit. The goal of the unit is for students to connect the major themes and ideas in these works to the contemporary world today. Students will learn about discrimination and prejudices and the root of their existence. As students read whole class texts, they may also explore texts on their own based on their interests in certain topics. Students will continue to develop writing and research skills. Visual texts such as podcasts, images, or videos will be analyzed throughout the unit. In addition to analyzing texts with theme in mind, students will also analyze texts for craft, structure, tone, others.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship.

During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision Date: July 2023

Standards

The identified standards reflect a developmental progression across grades/levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including equity, inclusion, tolerance and belonging in connection with gender, race and ethnicity, and religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy

includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the legal, social, and ethical issues surrounding the use of information.

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.9-10.7	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).
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.9-10.5	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.9-10.9	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.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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.9-10.7	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.W.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 (MLA or APA Style Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
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.9-10.2	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.
VPA.1.1.12.C.1	Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
VPA.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.1.1.12.C.CS1	Theatre and the arts play a significant role in human history and culture.
VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

Essential Questions & Enduring Understandings

- 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).
- use effectively conventional grammar and syntax.
- 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.
- 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; provide an objective summary of the text.
- Does history repeat itself? What can we learn from the past?
- How and why are oratorical devices (repetition, restatement, parallel structure, etc.) used within a literary work?
- How can visual literacy aid in critical thinking skills and enhance comprehension?
- How can vocabulary in a literary work become a part of everyday vocabulary for students?
- How do mentor texts aid in the writing process?
- How do religious and traditional values contribute to hysteria and fear in a culture?
- How does the fear and hysteria of the past reflect our current society today?
- How does the organizational structure of a speech similar and different than an essay?
- How is an essay structured? What should be included in the introduction, body, and conclusion?

- How should information be effectively synthesized in a research paper?
- read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- What are the different types of writing? What is the purpose and function of each type of writing?
- What are the necessary skills for effective oral communication?
- What is MLA format? Why is it beneficial in academic writing?
- write in a variety of modes: explanatory, persuasive and narrative.

Students Will Know & Students Will Be Skilled At

- MLA format and its purpose while writing.
- comparing and contrasting different works of literature and nonfiction in regards to craft and structure.
- completing open-ended questions in paragraphs and essays using support from the text.
- conducting research and using library databases in order to support arguments
- creating timelines and trace the sequence of events in story.
- developing arguments and supporting them with textual evidence
- different figurative and oratorical devices used within a text and their purpose.
- drawing inferences from texts and making connections to other texts, themselves, and the world.
- how to read and comprehend nonfiction and fictional literature.
- identifying key characters and their motivations and relationships with other characters.
- identifying meanings of words and use them effectively when writing.
- participating in Literature Circle discussions and activities.
- reading and comprehending literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- using guidelines on a rubric for peer and self evaluation.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered twice per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Writing Assignments and Presentations

- Individualized research project - Fear and hysteria in U.S. history

- Argumentative essay

- Literature based summative assessment - Multiple choice & open ended

- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- PSAT (grades 10-11)
- Midterm and Final Exams
- IXL

- Complete open-ended journal questions and participate in student-led activities that encourage textual analysis and evaluation.
- Engage in one on one, full group and small group discussions.
- Comprehension based formative and summative assessments to determine understanding.
- Debate the issues surrounding fear and hysteria in society today and in the past.
- Develop a portfolio of mentor texts that match students' individual focus areas.
- Document based question and answer to demonstrate a recall of facts and textual support.
- Engage in drafting essays of analysis and persuasion using brainstorming, drafting, editing, and revision.
- Engage in peer editing and revision to show understanding of the conventions of writing.
- Extend learning via a collaborative, creative project that is shared with the class.
- Ongoing student portfolio to assess growth in writing.
- Participate in oral Socratic Seminars and speeches that include the information gleaned from the literature being studied.
- Relate the experiences of the characters to a student's personal experiences and society today through writing, discussion, research, and projects.
- Self-assessment of writing to identify flaws and focus areas for improvement.
- Varied writing assessment to determine understanding of the conventions of writing and literature.

Learning Plan

Instructional time for reading will be divided into thirds; one third of the time will be dedicated to whole class text instruction; one third will include literature circles; one third, independent reading. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced through literature circles in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 10; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during the tenth grade targets not only comprehension, but also analysis. Students will read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction may be chosen from the reading material and may be incorporated through targeted word study lessons.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through Sentence Study, holding students accountable for skills taught and practiced; modeling is done through mentor texts, both published and student-crafted. Students may complete analytical analysis, persuasive writing, synthesis essays, database research, and journal writing. Teachers focus on

process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multimodal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Students will be taught how to speak and listen in addition to being assessed on these skills. Students will participate in individual, partner and group activities including Literature Circles, Socratic Discussions, Jigsaw Methods, and other Cooperative Learning activities.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized Learning allows students to self-reflect and assess their own reading, writing, listening, viewing and speaking skills through the development of an electronic portfolio, journal writing, writer's notebook, independent reading, and/or book talks

This unit of study focuses on "Fear and Hysteria: Communities in Conflict" and is centered on the quotation by Romain Gary, *White Dog*: "The trouble with hysteria is that it's contagious."
This unit is designed to examine moments in history when fear drove individuals to act out in certain ways causing hysteria within communities. Students will read a wide range of texts exploring societies in the past that have faced this hysteria. Although some of the texts will be fiction, there will be an emphasis on nonfiction within this unit. The goal of the unit is for students to connect the major themes and ideas in these works to the contemporary world today. Students will learn about discrimination and prejudices and the root of their existence. As students read whole class texts, they may also explore texts on their own based on their interests in certain topics

For this particular unit, teachers should . . .

- Build a text set for discussion, writing, and synthesis
- Select common reading and literature circle texts
- Prepare for conferences with students
- Generate a list of skills students will master throughout the unit (focusing specifically on a few in each area)
- Create a summative assessment (backwards design)
- Find mulitmodal mentor texts for reading and writing mini lessons
- Create scaffolds for student reading and writing
- Create formative assessments (reading checks, exit slips, etc.)
- Collaborate with colleagues to design small units within the larger unit
- Reflect on previous teaching practices and pedagogy to inform planning
- Review student modifications and accommodations

Sample Unit Planning

Whole Class Text:

- The Crucible by Arthur Miller

- Focus on close reading skills, prediction skills, and static vs. dynamic characters, and analyzing major themes throughout the play

Research Project/Exposition:

- Find a contemporary example of hysteria
- Create an infographic with the information
- Focuses on finding credible sources, mastering MLA format, organizing information, selecting relevant facts and information

Listening (whole class text):

- DigitalTheatre+: Audio recording of *The Crucible*
- DigitalTheatre+: *The Crucible*

Listening (differentiated text)

- Ted Talks on fear/hysteria
- Focuses on taking notes while listening, diction, and making connections to other texts throughout the unit

Argumentative Writing:

- Synthesis essay connecting Ted Talks, Podcast, and The Crucible
- Focuses on creating an argument, selecting evidence, synthesis skills, crafting introductions and conclusions

Speaking:

- Engage in narrative writing workshop with writing partners and small groups
- Read The Crucible aloud in class- review strategies for performing a play (stage direction, narration, placement on "stage")

Literature Circle:

- Research moments of Hysteria in U.S. history
- Focuses on elements of research: gathering sources, assessing credibility
- Connect to Hysteria in The Crucible and how it functions as an allegory

Narrative Writing:

- Write from the perspective of one of the characters in The Crucible
- Focuses on dialogue, mood, voice, and diction

Instructional Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must ahere to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Suggested Instructional Materials:

FICTION

Common Reading (whole class fiction texts):

- The Crucible by Arthur Miller
- Anthem by Ayn Rand
- The Glass Menegerie by Tennessee Williams
- Monster (graphic novel and regular text) by Walter Dean Myers
- Cat's Cradle by Kurt Vonnegut

Differentiated Reading (can be novels, poetry, short stories, etc.):

Novels:

- Native Son by Richard Wright
- Cat's Cradle by Kurt Vonnegut
- Monster (graphic novel and regular text) by Walter Dean Myers

Poetry:

- Selections from Walt Whitman
- Selections from Maya Angelou
- Selections from Dylan Thomas
- Selections from Edgar Allan Poe
- Selections from T.S. Elliot

- Sections from Ralph Waldo Emerson
- Selections from William Blake
- Selections from Emily Dickinson
- Selections from W.B. Yeats
- Selections from Langston Hughes
- Selections by Emily Dickinson
- Music and lyrics from classical and contemporary songs
- Button Poetry: https://buttonpoetry.com/
- *Selections from Poetry Foundation

Short Stories:

- The Works of Edgar Allan Poe- short stories and poems
- "An Occurrence at Owl Creek Bridge" by Ambrose Bierce
- Harrison Bergeron by Kurt Vonneget
- Short stories by Ray Bradbury

NONFICTION

NonFiction Text (Whole Class Texts or Differentiated Reading):

- The American Crisis by Thomas Paine
- "Of Plymouth Plantation" by Anne Bradford
- "Sinners in the Hands of an Angry God" by Jonathon Edwards
- I am Malala by Malala Yousafzai
- The Culture of Fear by Barry Glassner
- Warriors Don't Cry by Melba Pattillo Beals
- Pedro and Me by Judd Winick
- A Mother's Reckoning: Living in the Aftermath of Tragedy by Sue Klebold

Nonfiction Text (Online selections):

- Selections from Newsela
- Selections from *The Atlantic Monthly*
- Selections from *PBS Newshour*
- Selections from The New York Times
- Selections from The Asbury Park Press
- Selections from The Washington Post
- Selections from Psychology Today
- Selectiond from BBC News
- Selections from *Time Magazine*
- Selections from CHS Library Databases
- Selections from Common Lit
- *Other online news sources/articles are acceptable.

Visual Text (Art, Photography, Infographic, Film):

- Art Collections: http://www.metmuseum.org/
- https://www.gettyimages.com/
- http://astar.tv/wp-content/uploads/2015/09/Witch-Trials.jpeg
- Other visual texts are acceptable
- Guilty by Suspicion
- The Crucible
- Inherit the Wind

Speaking and Listening:

- Hidden Brain: http://www.npr.org/podcasts/organizations/1
- This American Life: https://www.thisamericanlife.org/podcast
- NPR: http://www.npr.org/
- Ted Radio Hour: http://www.npr.org/programs/ted-radio-hour/?showDate=2017-07-28
- Serial: https://serialpodcast.org/
- Life is Strange, game, square enix, https://lifeisstrange.square-enix-games.com/en-us/
- American History Tellers
- Freakenomics
- The Moth
- Story Corp
- Ted Talks
- Netflix Episodes
- Documentaries

Writing (Narrative, Informational, Argument):

Possible Mentor Texts:

- The Best American Short Stories Series, by year
- The Best American Essays Series, by year
- Player's Tribune
- The New York Times
- PBS News Hour
- The Atlantic
- The Washington Post
- Teen Ink
- The Moth
- StoryCorp
- Excerpts from Stephen King's, On Writing

Research:

Cranford High School Media Center Databases:

- Journal Storage (JStor)
- EBSCO Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks
- New York Times
- Salem History Database
- Salem Literature
- Goodreads
- Reading Rants
- History Channel
- Easybib.com
- MLA Format online: https://owl.english.purdue.edu/owl/resource/747/08/
- Purdue Owl: https://owl.english.purdue.edu/owl/

Cranford Public Library Online Resources: http://cranford.com/library/

Additional Student Resources:

- Chromebooks/laptops
- Google Classroom or other LMS
- Writing Portfolios
- Writer's Notebook/Journal
- Google Documents/Drive
- SORA
- CommonLit
- Newsela
- DigitalTheatre+
- Swank
- TurnItIn
- Kami
- Voice memo application (ex. Vocaroo)
- Podcasting studio
- Audible
- Padlet
- Jamboard
- Socrative.com
- Poll Everywhere
- Remind.com
- Soundcloud, Spotify, Apple Music, etc.
- Netflix, Hulu, Disney+, etc.
- YouTube

Teacher Resources

Teacher Resources

- *Readicide*, Kelly Gallagher
- *A Novel Approach*, Kate Roberts
- *When Kids Can't Read*, Kylene Beers
- *Beyond Literary Analysis,* Allison Marchetti & Rebekah O'Dell
- *Writing with Mentors*, Allison Marchetti & Rebekah O'Dell
- *Argument in the Real World*, Kristen Hawley Turner and Troy Hicks
- *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*, Arthur Applebee and Judith Langer
- *Teaching Adolescent Writers*, Kelly Gallagher
- *Write Like This,* Kelly Gallagher
- *Book Love*, Penny Kittle
- *The Journey is Everything*, Katherine Bomer
- *How to Read Literature Like a Professor*, Thomas C. Foster
- *The Digital Writing Workshop*, Troy Hicks
- *Crafting Original Writing*, Troy Hicks
- *Fearless Writing: Multigenre to Motivate and Inspire*, Tom Romano
- *Understanding Comics, Scott McCloud*
- *Making Comics*, Scott McCloud
- *The Art of Styling Sentences*, Ann Longknife and K.D. Sullivan
- *The Well-Crafted Sentence*, Nora Bacon

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations and modifications include but are not limited to:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management

- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines
- Create calendars to help students manage deadlines

*Adhere to all modifications and accommodations as prescribed in IEP and 504 plan.