Individualism and Identity

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **8-10 Weeks**
Status: **Published**

Brief Summary of Unit

FOCUS: "To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment." *Ralph Waldo Emerson*

This unit explores and analyzes the themes of Individualism and Identity across literature and informational texts. Students will explore how identity has been shaped by diversity in the culture, the literature, and the people. Connecting historical context with individual works, students will attain a greater understanding of the literature and of the time period. The students will actively engage in both large and small collaborative discussions and dialogues that enhance critical thinking and analysis of textual works. Students will understand that reading fiction and nonfiction selections builds and maintains relationships, facilitates innovation, builds effective partnerships, and creates empathy, and develops leadership.

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: June 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.

LA.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.
LA.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.

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.9-10.4	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.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).
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.9-10.7	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.RL.9-10.8	(Not applicable to 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.RL.9-10.10a	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.
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
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 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.9-10.7	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.9-10.8	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.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance 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.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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.9-10.9.B	Apply grades 9–10 Reading standards to nonfiction informational (e.g., "Delineate 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 fallacious reasoning").
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	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.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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.9-10.1.C	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.
LA.SL.9-10.1.D	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.
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.
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.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
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.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
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.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
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.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
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.
LA.9-10.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. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Essential Questions

- How can I best present a clear and distinct perspective, such that listeners can follow my reasoning?
- How do I apply my knowledge of language to effectively communicate and comprehend intended meanings and styles?
- How do I delineate and evaluate the reasoning in seminal U.S. texts?
- How do I participate in a range of collaborative discussions to express ideas and listen to others?
- How do I use evidence from texts to support my analysis, reflection, and research?
- How do two texts from the same time period treat similar themes or topics?
- How does digital media affect the understanding of a speech or presentation?
- How does literature shape or reflect a society?
- How does my presentation (style, organization, etc.) affect my audience's understanding?
- How does one choose the most significant and relevant facts appropriate to the audience's knowledge of the topic?
- How does place shape identity?
- How does researching a question or prompt lead to greater understanding and knowledge?
- How does the author's structure impact the meaning and aesthetic impact of a text?
- How is point of view related to satire, sarcasm, irony, or understatement?
- In what ways are visual images effective in relating concepts and/or in persuading an audience?
- What is the central idea of a piece of literature and how do ideas interact and build on one another?
- What is the relationship between nature and identity?
- What is the relationship between self and society?

Students Will Know

- How to develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases
- How to analyze information presented in different media or formats and determine which details are emphasized in each account
- How to analyze rhetorical techniques used by authors
- How to analyze the impact of author's choices regarding the development of literary elements on the story or drama itself and/or the reader
- how to evaluate writing using a rubric
- how to identify relationships between diction and tone
- How to introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- How to recognize author's purpose, point of view, use of language, and rhetoric which contributes to meaning in the work
- How to use words, phrases, and clauses as well as varied syntax to link the major sections of the text,

create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims

Students Will Be Skilled At

- Analyzing an author's choices regarding the development of literary elements in a story or drama (setting, plot, and characterization)
- Analyzing artistic techniques for visual images
- Analyzing rhetorical strategies the author used to convey his/her message
- Assessing the author's reliability as a source of information
- Citing strong and thorough textual evidence to support analysis
- Comparing and contrasting various political lectures and speeches
- Creating varied sentences using various sentence constructions and punctuation.
- Determining an author's point of view or purpose in a text in which the rhetoric is particularly effective
- Determining the point of view or purpose in a text
- Determining where figures of speech are used in a text (including personification, metaphor, and imagery)
- Empolying strategies for answering context vocabulary questions
- Empolying strategies for answering reading comprehension and inference questions
- Empolying strategies for revision and editing
- Identifying effective speaking strategies from lectures, declamations, and extemporaneous speeches
- Identifying organization patterns used by authors
- Interpreting the precise, intended meaning of the figure of speech based on the context in which it is used
- Using revision techniques: altering sentence constructions, paragraph and sentence coherence
- Using the information obtained from text and media to analyze and present a meaningful and complete answer or solution
- Using various editing skills: pronoun and verb agreement, verb tenses, transitions and punctuation

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times 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 Presentations
- 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

Other Assessment Ideas:

- Open-Ended Responses in Journal on Identity
- Researched Presentations on Identity and Individualism, including the Abolitionist Movement and the Women's Sufferage Movement.
- Performance Assessments, creatiion of images, written responses, and extemporaneous responses on Individualism
- Problem-based Learning using the concept of Civil Disobedience
- Research The Fire Side Poets and compare aspects various social issues of the time period.
- Research the Transcendental writers and compare their use of rhetorical strategies to other 20th century writers.

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, excerpted 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 will be chosen from the reading material.

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 mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

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 using the development and competition of a electronic portfolio, journal writing, writer's workbooks, independent reading, and/or book

talks.

Students will be taught how to speak and listen in addition to being assessed on these skills.

This unit of study will focus on "Individualism and Identity" and is centered on the quotation from Emerson: "To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment."

Teachers may create lessons with the additional subthemes: Search for a Voice, Quest for Freedom, Humanity's Spirit for Independence, Western Movement, Civil War Era, Impulse for Reform.

The students will actively engage in both large and small collaborative discussions and dialogues that enhance critical thinking and analysis of textual works. Students may complete analytical analysis, persuasive writing, synthesis essays, database research, and journal writing.

Students will participate in individual, partner and group activities including Literature Circles, Socratic Discussions, Jigsaw Methods, Debates, Mock Congress, and other Cooperative Learning activities.

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

Suggested Instructional Materials

Instructional Materials

Fiction Texts:

- “The Devil and Tom Walker”, Washington Irving
- “The Minister’s Black Veil”, Nathaniel Hawthorne
- *The Scarlet Letter*, Nathaniel Hawthorne
- “The Cask of Amontillado”, Edgar Allan Poe
- "The Masque of the Red Death," Edgar Allan Poe
- “The Raven," Edgar Allan Poe
- Selected poems, Emily Dickinson
- Selected poems, Longfellow
- Selected poems, Walt Whitman
- *The Nickel Boys*, Colson Whitehead
- "Knoxville, Tennessee," Nikki Giovanni
- "When I Grow Up I Want to Be a List of Further Possibilities," Chen Chen
- *Things Fall Apart*, Chinua Achebe
- "On Turning Ten," Billy Collins
- "Everyday Use," Alice Walker
- "Rules of the Game," Amy Tan

NonFiction Text (Short, Long)

- from *Nature,* Ralph Waldo Emerson
- from "Self-Reliance", Ralph Waldo Emerson
- from *Walden,* Henry David Thoreau
- from "Civil Disobedience," Henry David Thoreau
- from “Letter from Birmingham City Jail”, Martin Luther King, Jr.
- from What the Black Man Wants, Douglass
- "A Quilt of a Country," Anna Quindlen

Visual Text (Art, Photography, Infographic, Film)

- https://www.guggenheim.org/collection-online/ The online Guggenheim Museum, NYC
- https://nmaahc.si.edu/ The National Museum of African American History and Culture, Washinton DC
- http://hispanicsociety.org/museum/ The Hispanic Society Museum, NYC
- https://asiasociety.org/new-york/ Asian Society Museum, New York
- https://www.metmuseum.org/ Metropolitan Museum of Art, NYC
- https://www.moma.org/ Museum of Modern Art, NYC
- https://www.amnh.org/ American Museum of Natural History, NYC

- https://www.nyhistory.org NY Historical Society,NYC
- https://whitney.org/ Whitney Museum of American Art, NYC
- https://thejewishmuseum.org/ The Jewish Museum, NYC
- https://www.themorgan.org/ The Morgan Museum, NYC
- https://nmai.si.edu/visit/newyork/ National Museum of the American Indian, NYC
- Movie Clips of *Dead Poets Society*
- *Return to the Wild* PBS documentary Online Video
- http://www.pbs.org/nationalparks/history/ep2/4/
- Edgar Allan Poe from Biography.com, Video Clips

Independent/Small Group Reading:

- *Into the Wild,* Christopher McCandless
- *Conservation as a National Duty Speech*, Roosevelt
- *The Life and Times of Fredrick Douglass*, Douglass
- *Incidents in the Life of a Slave Girl*, Jacobs
- "No Name Woman", Maxine Hong Kingston
- Everyday Use, Alice Walker
- *March: Book One,* John Lewis
- *March: Book Two*, John Lewis
- *March: Book Three***,** John Lewis
- *American Born* Chinese, Gene Luen Yang
- Nat Turner, Graphic Novel, Kyle Baker
- The Confession of Nat Turner, William Styron
- *The Color Purple*, Alice Walker
- *Kindred,* Butler

Speaking and Listening:

- Theodore Roosevelt speaks at Yellowstone Arch, National Archives
- Speech to the First Women's Right's Convention, Stanton, various readings from Youtube
- First Lady Hillary Rodham Clinton's Remarks to the Fourth Women's Conference in Beijing, China, Youtube, Clinton Library
- Ain't I a Woman, Sojourner Truth, various readings from Youtube
- Famous Speeches by Gandhi, Youtube
- Declaration of Sentiments and Resolutions, Elizabeth Stanton
- To Those Who Keep Slaves, and Approve the Practice, Richard Allen
- Nelson Mandela's inspiring speeches from the Laureus World Sports Awards 2000 in Monaco, Youtube
- Booker T. Washington vs. W.E.B. Du Bois, 1895, 1903
- The Soundtrack from the Broadway show *The Greatest Showman*, This is Me

Writing:

- Literary Analysis essay of language and content choices
- Argumentative short answer responses defending, challenging or qualifying the author's claims
- Rhetorical responses analyzing the rhetorical strategies used by the speakers and/or authors
- Persuasive essay determining which character, author, or speaker provides a stronger argument or claim
- Synthesis Prompts using various sources and media
- Journal writing utilizing the concepts of Writer's Workshop

- Narrative writing, including prequel, sequel, or additional chapter

Research

Evaluation of sources used in classroom discussions

- Cranford Public Media Center Online Subscription Databases: http://cranford.com/library/
- JStor
- Ebsco Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks
- New York Times
- Salem History Database
- Salem Literature
- Goodreads
- History Channel
- 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 Resources:

- Chromebooks/laptops
- Google Classroom or other LMS
- SORA
- Swank Streaming
- Digital Theatre+
- Writing Portfolios
- Writer's Notebook/Journal
- Google Suite
- Voice memo application
- Audible
- Padlet
- Jamboard
- Common LIt
- Newsela
- Socrative.com
- Poll everywhere
- Remind.com
- Soundcloud
- Netflix
- YouTube

Teacher Resources

- *Shakespeare Set Free: Sourcebook for Classroom Teachers*, Folger Shakespeare Library
- *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
- *Advanced Language & Literature*, 2nd edition, Shea et al

Strategies for Accommodation and Modification

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 include:

- 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

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