Rebels and Rhetoric

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **8-10 Weeks**
Status: **Published**

Brief Summary of Unit

FOCUS: "It doesn't take a majority to make a rebellion; it takes only a few determined leaders and a sound cause." *H L Mencken*

This unit explores and analyzes the themes of Rebellion and Rhetoric across literature and informational texts. Students will recognize the diversity in the culture, the literature, and the people. The students will actively engage in both large and small collaborative discussions and dialogues that enhance critical thinking and analysis of textual works. Through a indepth study of drama, lectures, essays, poetry and prose, the students will explore the the understanding of voice and individual choices in the development of American society. 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

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate,

complete, and inclusive history regarding the importance of African-Americans to the growth and development of American society in a global context.

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

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	Reading Literature
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.9-10.9	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	Reading Informational Text
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	Writing
LA.W.9-10.1.A	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.
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	Speaking and Listening
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.L.9-10	Language
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.9-10.4	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 did religion shape the literature of the Puritan period?
- How do rebels use rhetoric to strengthen their arguments?
- How do rhetorical elements strengthen the argument?
- How do the voices of America contribute to the literature?
- How does a listener determine the speaker's purpose, claims, and organizational patterns?
- How does a writer make his argument clear, concise and interesting?
- How does a writer use narrative techniques to convey meaning and engage the reader?
- How does an author use figurative language techniques to enhance his writing?
- How does digital media affect the understanding of a speech or presentation?
- How does history shape literature?
- How does literature shape or reflect a society?
- How does researching a question or prompt lead to greater understanding and knowledge?
- How does understanding of figurative language, word relationships, and nuance affect word meaning and tone?
- How has multiculturalism contributed to American literature?

- How have various cultures influenced American's development?
- How is reasoning in seminal texts determined by history?
- What are the literary, logical, and structural devices used to evaluate a speaker in a given text?
- What makes American literature American?

Students Will Be Skilled At

- Citing strong and thorough textual evidence to support analysis
- Analyzing an author's choices regarding the development of literary elements in a story or drama (setting, plot, and characterization)
- Analyzing how the written word translates to a staged performance
- Analyzing information presented in different media or formats and determine which details are emphasized in each account
- Analyzing rhetorical strategies the author used to convey his/her message
- Analyzing rhetorical techniques used by authors and/or speakers
- Assessing the author’s reliability as a source of information
- Determining an author’s point of view or purpose in a text in which the rhetoric is particularly effective
- Determining where figures of speech are used in a text (including personification, metaphor, and imagery)
- Interpreting how a playwright shows character through dialogue
- Interpreting the precise, intended meaning of the figure of speech based on the context in which it is used
- Mirroring author's techniques in writing
- Using the information obtained from text and media to analyze and presenting a meaningful and complete answer or solution

Students Will Know

- how lighting and visuals affect characterization, tone, and mood
- how literature affects society
- how music influences a dramatic performance
- 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 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 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 provide a concluding statement or section that follows from and supports the argument presented
- How to provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

- How to recognize author's purpose, point of view, use of language, and rhetoric which contributes to meaning in the work
- How to use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)
- How to use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
- How to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- 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
- the claims and arguments associated with rebellion

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:

- Researched Presentations, various prompts include the effects of war and conflict, the purpose and development for war propoganda
- Performance Assessments, readings of historical and political declamations
- Students may model Franklin's letter, Moral Perfection, and create their own experiment regarding obtaining Moral Perfection.
- Students may create aphorism that demonstrate understanding of the themes.
- Students may participate in a Mock Trial regarding the Salem Witch Trials to model The Trials of Martha Carrier.
- Students may create a visual representation of the individual struggles from rebellion and indpendence.
- Students may research various other countries or individuals that demonstrated ideas of rebellion.

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 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 porfolio, 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 ""Rebels and Rhetoric" and is centered on the quotation from H L Mencken: "It doesn't take a majority to make a rebellion; it takes only a few determined leaders and a sound cause."

Teachers may develop additional lessons using these various subthemes: The Passional for Liberty, Idealism, The American Frontier, Moral Struggle, Rebellion verses Conformity, and Initiation.

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 activies including 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

Common Reading:

Fictional Text (Novel, Short Story, Drama, Poetry)

- I Know Why the Caged Bird Sings, Maya Angelou
- *The Crucible,* Arthur Miller
- *Ethan Frome,* Edith Wharton
- "Sweat," Zora Neale Hurston
- “I Too," Langston Hughes
- from the American Crisis, Paine
- *Cat's Cradle*, Kurt Vonnegut

NonFiction Text (Short, Long)

- Declaration of Independence, Jefferson
- "A Power of Our Own," Elena Ferrante
- “To My Dear and Loving Husband," Anne Bradstreet
- “Speech in the Virginia Convention," Patrick Henry
- "The American Crisis," Thomas Paine
- Benjamin Franklin from his Autobiography
- Selections from the "Federalist Papers", Alexander Hamilton
- “Sinners in the Hands of an Angry God”, John Edwards
- "Common Sense," Paine
- "What is an American," Crevecoeur
- "The Witch Trials of Mount Holly," Frankilin
- "The School Days of an Indian Girl," ZItkala-Sa

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
- Time line of American Revolutionary War http://www.ushistory.org/declaration/revwartimeline.html
- Images of the Revolutionary War, https://www.archives.gov/research/military/american-revolution/pictures
- Salem With Trials Documentray Archives and Transcipts http://salem.lib.virginia.edu/generic.html
- Images of War, Rebellion, Propoganda from Time Magazine, 100photos.time.com/photos/nick-ut-terror-war
- View clip from the movie Les Miserable, *Do You Hear the People Sing*
- View music video *We Didn't Start the Fire* by Billy Joel

Independent/Small Group Reading

- From The Interesting Narrative of the Life of Olaudah Equiano by Olaudah Equian
- *The Catcher in the Rye*, J.D.Salinger
- “The Latin Deli: An Ars Poetica” by Judith Ortiz Cofer
- “To His Excellency, General Washington”, Phyllis Wheatley
- Dust Tracks on a Road, Zora Neale Hurston
- “Straw into Gold: The Metamorphosis of the Everyday", Sandra Cisneros
- “Mother Tongue”, Amy Tan
- The Trials of Martha Carrier, Mather
- “A Narrative of the Captivity” by Mary Rowlandson

Speaking and Listening

- Salem Witch Trials History Channel Video
- Various selections from The Crucible videos
- Audio recordings of The Crucible
- Audio recording of Hughes, Tan, Hurston, Bradstreet
- Youtube clips of Whitman's poetry
- Youtube clip Rebellions are Built on Hope/ From "Rogue One: A Star Wars Story"
- Enemies from Within' Speech, Senator Joseph McCarthy's 1950 Lincoln Day Address
- Red Cloud's Speech after Wounded Knee, Chief Red Cloud, 1890
- Listen to the song *A Change is Gonna Come*, Sam Cooke
- Audio of Congressional hearings testimony from Paul Robeson
- Audio of song Let My People Go, Paul Robeson
- Listen to various versions of the song *I am an Abolitionist* by William Lloyd Garrison, 1848

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:

Cranford High School Media Center Databases:

- 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:

- Ad Fontes media bias chart
- Media Bias / Fact Check website
- 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