

# Unit 2: The Individual vs. The Society (Weeks 9-17)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## Unit 2: The Individual vs. The Society

---

The purpose of this unit is to help students understand the development of a unique American literary voice which is personal, emotional, and individual. Students will understand the social and ethical implication of the transcendental and realism movements, the real world events that inspired the movements and apply the unique ethical systems to modern problems.

## Essential Questions

---

What makes a law just?

Do you have an obligation to overturn an unjust law?

Do we have a responsibility to help people abandoned by the legal system?

What is the value of sacrifice?

What is civil disobedience?

## Pre-Assessments

---

Transcendentalism CommonLit article

Review of PSAT scores

## Instructional Plan

---

## Transcendentalism Background

---

### Student Learning Intentions or We are learning to ... (WALT)

WALT accurately interpret and cite strong and thorough textual evidence in support of what the text says (means) explicitly and inferentially

## **Student Success Criteria ... “I can statements”**

I can cite strong textual evidence

## **Instructional Strategies and Activities**

Student created background notes

## **Formative Assessments**

Fast Five Quizzes

Comprehension check

## **Instructional Materials and Resources**

Note Taking

Class discussion

Mentor Texts

Modeling

## **Reflections and Suggested Modifications**

## **Close Reading**

---

### **Student Learning Intentions or We are learning to ... (WALT)**

WALT two or more themes interact and build on one another to produce a complex text

WALT support analysis of what the text says explicitly as well as inferentially

## **Student Success Criteria ... “I can statements”**

I can identify important elements of complex texts

## **Instructional Strategies and Activities**

Model teacher created annotations  
Model Central Idea Race Paragraph

Reading and annotation of one of the four primary Transcendental writers (Emerson and Thoreau) or piece activist (Gandhi and MLK)

### **Formative Assessments**

Annotation of Primary sources for transcendental writers (Emerson and HDT) and peace activist impacted by them (Gandhi and MLK)

### **Instructional Materials and Resources**

Note Taking

Class discussion

Mentor Texts

Modeling

### **Reflections and Suggested Modifications**

## **Cross Connection - Music**

---

### **Student Learning Intentions or We are learning to ... (WALT)**

WALT arguments must have valid reasoning and relevant and sufficient evidence to support claim(s)

### **Student Success Criteria ... "I can statements"**

I can make connections from text to other forms of media

### **Instructional Strategies and Activities**

Students will work together to record their presentations so music production students can create sound track based on the content of the work.

## **Formative Assessments**

Comprehension Check

Fast Five Quizzes

## **Instructional Materials and Resources**

Note Taking

Class discussion

Mentor Texts

Modeling

## **Reflections and Suggested Modifications**

## **APA Cause and Effect**

---

### **Student Learning Intentions or We are learning to ... (WALT)**

WALT arguments include an analysis of substantive topics or texts

### **Student Success Criteria ... “I can statements”**

I can support my claims with text evidence and accurate APA citation

## **Instructional Strategies and Activities**

Notes on APA documentation format

## **Formative Assessments**

APA cause/effect essay showing the impact of one of the transcendental writers on one of the social activists

## **Instructional Materials and Resources**

Note Taking

Class discussion

Mentor Texts

Modeling

## **Reflections and Suggested Modifications**

### **One Pager - Transcendentalism**

---

#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### **Student Success Criteria ... “I can statements”**

I can create a one pager that highlights important moments from the text

#### **Instructional Strategies and Activities**

One pager showing the impact of the transcendental writers on the UN International Human Rights Declaration

#### **Formative Assessments**

One pager

#### **Instructional Materials and Resources**

Note Taking

Class Discussion

Mentor Text

Modeling

## **Reflections and Suggested Modifications**

### **Realism**

---

#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT support analysis of what the text says explicitly as well as inferentially

#### **Student Success Criteria ... “I can statements”**

I can define and explain Realism

#### **Instructional Strategies and Activities**

Notes on Realism

Guided Reading questions

#### **Formative Assessments**

Comprehension Check

Fast Five Quizzes

#### **Instructional Materials and Resources**

Note Taking

Class discussion

Mentor Texts

Modeling

## **Reflections and Suggested Modifications**

---

### **Kohlberg's stages of Moral Development.**

---

## **Student Learning Intentions or We are learning to ... (WALT)**

WALT support analysis of what the text says explicitly as well as inferentially

## **Student Success Criteria ... “I can statements”**

I can define and explain Kohlberg's stages of Moral Development.

## **Instructional Strategies and Activities**

Notes on Kohlberg's stages of Moral Development.

Guide Reading questions

## **Formative Assessments**

Comprehension Check

Fast Five Quizzes

## **Instructional Materials and Resources**

Note Taking

Class discussion

Mentor Texts

Modeling

## **Reflections and Suggested Modifications**

## **Theme/character tracking**

---

### **Student Learning Intentions or We are learning to ... (WALT)**

WALT determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

## **Student Success Criteria ... “I can statements”**

I can identify themes and make connections across texts

## **Instructional Strategies and Activities**

Theme/character tracking text analysis

## **Formative Assessments**

Comprehension Check

Fast Five Quizzes

## **Instructional Materials and Resources**

Note Taking

Class discussion

Mentor Texts

Modeling

## **Reflections and Suggested Modifications**

## **Prewriting/Drafting**

---

### **Student Learning Intentions or We are learning to ... (WALT)**

WALT build on others’ ideas and express our ideas clearly and persuasive

## **Student Success Criteria ... “I can statements”**

I can synthesize information between multiple texts

## **Instructional Strategies and Activities**

Elements of an essay identification

Guided peer editing  
Teacher conferencing  
Rewrites

### **Formative Assessments**

Research Paper

### **Instructional Materials and Resources** Model student papers

Model student papers

Model MLA paragraphs

Identifying the topic sentence, quote set up, quote, citation, and a sample paper

### **Reflections and Suggested Modifications**

## **Presentation**

---

### **Student Learning Intentions or We are learning to ... (WALT)**

WALT in order to participate effectively in discussions, we must build on others' ideas and express our own ideas clearly and persuasively.

### **Student Success Criteria ... "I can statements"**

I can work collaboratively to present ideas clearly

### **Instructional Strategies and Activities**

Teacher created theme model direct instruction

Directed practice with short pieces

### **Formative Assessments**

Group theme presentations

## **Instructional Materials and Resources**

Identification of literary Terms read throughs quick theme identification quizzes

Theme charts

Oral identification and justification of themes

## **Reflections and Suggested Modifications**

### **Modifications and/or Accommodations**

---

#### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for

clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **New Jersey Student Learning Standards: Content Area**

---

ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.RI.PP.11–12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
ELA.RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two

or more texts from the same period treat similar themes or topics.

ELA.W.WP.11–12.4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

ELA.W.SE.11–12.6

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

ELA.SL.PE.11–12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELA.SL.UM.11–12.5

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

## **Integration of Career Readiness, Life Literacies and Key Skills**

---

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

## **Integration of Computer Science and Design Thinking**

---

CS.K-12.2.a

Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

CS.K-12.2.c

Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math**

---

SOC.6.1.12.GeoPP.2.a

Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

SOC.6.1.12.HistoryCA.2.a

Research multiple perspectives to explain the struggle to create an American identity.

## **21st Century Life and Career**

---

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy**

---

See Crosswalks

## **SEL Competencies**

---

SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others