

Unit 2: Societal Values and the American Dream (Weeks 9-17)

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

Unit 2: Societal Values and the “American Dream”

Unit Rationale: This unit is designed to enhance student understanding of the intersection of fiction and nonfiction. Students will engage with fictional and nonfictional texts surrounding complex historical events, and use literary analysis to evaluate how the texts are crafted in response to purpose and audience. Students will begin to understand that writing is situated in a larger, ongoing conversation that they can research, analyze, and contribute to.

Essential Questions

How do we define the “American Dream”?
In what ways does society dictate the path we take in life?
What do we value as individuals? As a society?
How do texts respond to one another within a larger conversation?

Pre-Assessments

After participating in an entire class four corners, students will complete an anticipation guide that uses hypothetical situations to unpacks complex themes within the text. Students will choose one to further develop into a written response.

Instructional Plan

Suggested Texts:

A Raisin in the Sun - Lorraine Hansberry

The Great Gatsby - F. Scott Fitzgerald

Pre-reading Activities

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

WALT there can be uncertainty in texts

WALT to evaluate the relevance and weight of found evidence

Student Success Criteria ... “I can statements”

I can understand and synthesize background information on complex texts

Instructional Strategies and Activities

Historical information

Defining the American Dream - Free Writing

Anticipation Guide

Formative Assessments

Do Nows”/Exit Slips

Class Discussions

Group conferences

Reading quizzes: multiple choice and response questions

Instructional Materials and Resources

Direct Instruction

Class Discussion

Modeling

Mentor Texts

Reflections and Suggested Modifications

Reading Activities

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

WALT a complex set of ideas or sequence of events can be analyzed

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 summarize and analyze complex texts

Instructional Strategies and Activities

Chapter Comprehension Questions

Journal Responses

Tracking characters

Tracking dreams

Making Predictions

Formative Assessments

Free Writing

Think-Pair-Shares

Read alouds

Independent Reading time

Vocabulary

Predictions

Instructional Materials and Resources

Direct Instruction

Class Discussion

Modeling

Mentor Texts

Reflections and Suggested Modifications

Pre-Writing Activities

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

WALT consult a style manual (such as MLA or APA Style)

WALT cite strong evidence to accurately summarize a piece of text.

WALT draw evidence from literary texts to support our analysis

Student Success Criteria ... “I can statements”

I can create claims backed up by textual evidence

Instructional Strategies and Activities

Developing working thesis for literary analysis

Analyzing important quotes

Evidence retrieval chart

Formative Assessments

”Do Nows”/Exit Slips

-Discussions

-Group conferences

-Reading quizzes: multiple choice and open ended

Instructional Materials and Resources

Direct Instruction

Class Discussion

Modeling

Mentor Texts

Reflections and Suggested Modifications

Multimedia

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

WALT evaluate multiple sources of information presented in different mediums or formats (e.g. visually or quantitatively)

WALT synthesize multiple sources on the subject to demonstrate understanding of the subject

Student Success Criteria ... “I can statements”

Instructional Strategies and Activities

Multimedia Activity: How does central argument/theme/character transcend across genre. Connect a character/quote/etc to a multimedia element

Formative Assessments

Multimedia Assignment

Instructional Materials and Resources

Direct Instruction

Class Discussion

Modeling

Mentor Texts

Reflections and Suggested Modifications

Poetry Analysis

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 close reading poetry to infer meaning

Instructional Strategies and Activities

Poetry Analysis

Formative Assessments

Direct Instruction

Class Discussion

Modeling

Mentor Texts

Instructional Materials and Resources

Harlem - Langston Hughes

“I, too” - Langston Hughes

I Hear America Singing - Walt Whitman

Still I Rise - Maya Angelou

Let America be America Again - Langston Hughes

America - Claude McKay

Reflections and Suggested Modifications

American Dream Article

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

WALT a complex set of ideas or sequence of events can be analyzed

Student Success Criteria ... “I can statements”

I can compare and contrast the theme of multiple medias

Instructional Strategies and Activities

Analysis of "Adam Ruins Everything" and "AMERICAN DREAM FACES HARSH NEW REALITY"

Formative Assessments

Class discussion

Think-Pair-Share

Check ins

Instructional Materials and Resources

“Adam Ruins Everything: Why the American Dream is a Myth”

AMERICAN DREAM FACES HARSH NEW REALITY

by Ari Shapiro (commonit)

Reflections and Suggested Modifications

Commercial Connection

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

WALT synthesize multiple sources on the subject to demonstrate understanding of the subject

Student Success Criteria ... “I can statements”

I can analyze non text media and evaluate how it is being used to persuade

Instructional Strategies and Activities

Interpret commercial in context of The American Dream:

Colin Kaepernick Nike Commercial

Walmart American Jobs Commercial

Northwestern Mutual Commercials

Formative Assessments

Class Discussion

Think-Pair-Share

Check ins

Instructional Materials and Resources

Colin Kaepernick Nike Commercial

Walmart American Jobs Commercial

Reflections and Suggested Modifications

Photo Gallery

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

WALT evaluate multiple sources of information presented in different mediums or formats (e.g. visually or quantitatively)

Student Success Criteria ... “I can statements”

I can evaluate multimedia elements to identify audience, purpose, and persuasion strategies

Instructional Strategies and Activities

Interpret photographs in the context of the American Dream: Classic Americana Photos

Formative Assessments

Class discussion

Think-pair-share

Check ins

Instructional Materials and Resources

National Geographic (digital)

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

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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.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.
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.L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
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.RL.TS.11–12.4	Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
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.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
ELA.W.AW.11–12.1.A	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.
ELA.W.AW.11–12.1.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.

ELA.W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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.W.RW.11–12.7	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.
ELA.SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
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.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Integration of Computer Science and Design Thinking

CS.K-12.1.c	Employ self- and peer-advocacy to address bias in interactions, product design, and development methods.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

Interdisciplinary Connections: NJSL 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.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

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-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills