

# English I - Unit V - Civil Rights

Content Area: **English**  
Course(s):  
Time Period: **Marking Period 2**  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## CIVIL RIGHTS

\*options available for BHM unit. Should incorporate Harlem Renaissance

## Learning Objectives

- Connect the plot, characters, and theme from a fictional work to the ideas of historical figures from the same time period.
- Connect the plot, characters, and themes from a fictional work to the civil rights work occurring in our nation today.
- Critical textual annotation will be taught in addition to syntax variety, figurative language, and narrative structure.
- Determine how conflict can be resolved and progress can be made, despite obstacles.
- Developing well-organized textual evidence to support written and oral analysis of a given text.
- Identify the use of dialogue for distinct characterization in a drama.
- Respond to assigned secondary, informational readings and/or short videos
- Respond to specific passages in the primary text to analyze literary elements and in response to narrative structure, the development of characters and themes, and figurative language
- Understand the meaning of the term civil rights and be able to identify civil rights in our society.

## Essential Skills

## Reading Skills

- Formulate an objective (free of personal bias) summary of the text (RL.9-10.2)

- Analyze character interactions as they develop plot (RL.9-10.3)
- Analyze how a particular point of view or cultural experience is reflected in a text (RL.9-10.6)
- Analyze how culture impacts a particular point of view (RL.9-10.6)
- Analyze the text for inferred and literal meanings (RL.9-10.1)
- Determine formal vs. informal tone (RL.9-10.4)
- Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text. (RL.9-10.10)
- Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience (RL.9-10.1)
- Evaluate simple and complex relationships and/or events on plot development (RL.9-10.3)
- Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge (RL.9-10.9)
- Identify cumulative impact of word choice on meaning and tone (RL.9-10.4)
- Make personal connections, make connections to other texts, and/or make global connections when relevant (RL.9-10.1)
- Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text (RL.9-10.9)
- Understand and describe how an author has chosen to structure a text and order events within it (RL.9-10.5)
- Use the text to draw conclusions about the theme/central idea (RL.9-10.2)

## **Speaking/Listening Skills**

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- Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary (SL.9-10.6)
- Adapt speech delivery to audience and purpose (SL.9-10.6)
- Articulate ideas clearly and persuasively in a discussion (SL.9-10.1)
- Effectively participate in one-on-one, group, and teacher-led discussions (SL.9-10.1)
- Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements. (SL.9-10.5)
- Evaluate the credibility and accuracy of each source (SL.9-10.2)
- Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant (SL.9-10.3)
- Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective (SL.9-10.4)
- Listen to and evaluate multiple sources of information in diverse formats and media (SL.9-10.2)
- Organize, develop, and produce a presentation in a style appropriate to my purpose and audience (SL.9-10.4)
- Refer to evidence from texts and other research (SL.9-10.1)
- Reflect, evaluate and respond to comments made by peers during discussion (SL.9-10.1)
- Summarize where others agree and disagree with ideas and perspectives (SL.9-10.1)

## Language Skills

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- Apply knowledge of language to comprehend more fully when reading, listening, or speaking (L.9-10.3)
- Acquire general academic words from content-specific written texts (L.9-10.6)
- Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk) (L.9-10.5)
- Apply knowledge of language to make effective choices to shape the meaning and style (L.9-10.3)
- Apply knowledge of language to understand how language functions in different situations (L.9-10.3)
- Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work (L.9-10.3)
- Consult reference materials to derive word meanings and correct pronunciation of words (L.9-10.4)
- Identify and use various types of phrases and clauses (L.9-10.1)
- Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level (L.9-10.6)
- Interpret and analyze the use of figurative language within a text (L.9-10.5)
- Know and use standard English spelling conventions (L.9-10.2)
- Know sentence variety patterns (L.9-10.1)
- Trace the etymology of words (L.9-10.4)
- Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses) (L.9-10.1)
- Understand the differences between a phrase and a clause (L.9-10.1)
- Use a colon to introduce a list or quotation (L.9-10.2)
- Use a semicolon or conjunctive adverb to link two or more closely related independent clauses (L.9-10.2)
- Use context clues to derive word meaning ( connotation, denotation, word position and function) (L.9-10.4)
- Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns (L.9-10.4)
- Vary sentence structure to convey specific meaning and interest in writing and presentation (L.9-10.1)

## Writing Skills

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- Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. (W.9-10.9)
- Assess whether information from reliable and authoritative sources is relevant (W.9-10.8)
- Conduct research drawing on multiple sources (W.9-10.7)
- Determine and address the audience appropriately (W.9-10.4)
- Determine how many facts, definitions, details, quotations and other information are needed (W.9-10.2)
- Determine writing task type and its appropriate organizational structure (W.9-10.4)
- Develop an inquiry question (W.9-10.7)
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) (W.9-10.2)

- Identify and understand the writing purpose (W.9-10.4)
- Introduce a topic arranging ideas, concepts, and information to show interrelationships (W.9-10.2)
- Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience (W.9-10.5)
- Understand and utilize appropriate style (W.9-10.4)
- Understand writing as a process (W.9-10.5)
- Use technology proficiently for production, publication, and collaboration (W.9-10.6)
- Utilize quotes within writing to further claims (W.9-10.8)
- Write a concluding statement that supports the information presented (W.9-10.2)
- Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences. (W.9-10.10)

## Standards

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ELA.R	Reading
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELA.RL.TS.9–10.4	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
ELA.RI.TS.9–10.4	Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELA.RL.PP.9–10.5	Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
ELA.RI.PP.9–10.5	Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
ELA.RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different

formats (visually, quantitatively).

ELA.RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA.RI.AA.9–10.7	Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
ELA.RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
ELA.RI.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
ELA.W	Writing
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.W.AW.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.
ELA.W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
ELA.W.AW.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.
ELA.W.AW.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.
ELA.W.AW.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.
ELA.W.IW.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).
ELA.W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; 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.WR.9–10.5	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.
ELA.W.RW.9–10.7	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, and audiences.
ELA.SL	Speaking and Listening
ELA.SL.PE.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.

ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.PE.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.
ELA.SL.II.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.
ELA.SL.ES.9–10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
ELA.SL.PI.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.
ELA.SL.UM.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.
ELA.SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

## **Instructional Tasks/Activities**

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- Isolate, define, and use new vocabulary.
- Watch clips from two different film versions of A Raisin in the Sun. Discuss which version portrays the characters and setting more accurately.
- "Four Skinny Trees" and "Rose from Concrete" Comparison
- Apply an understanding of the civil rights era to the characters in the play. Where do they stand on the issues of civil rights?
- Death Penalty Notes
- Green Mile Essay
- House on Mango Street
- Read scenes from the play in reading groups. Take turns reading dialogue aloud and responding to topics on the conflicts and themes in the play.
- Research and present an article from a trusted news source on a current civil rights issue.
- Selected activities from Black History Month unit
- Selected readings from Black History Month unit
- Study the use of the term civil rights. Generate a list of civil rights and understand what it means for civil rights to be endangered.
- The Green Mile (1999)
- Their Eyes Were Watching God dialect project

- Watch speeches of both Malcolm X and Martin Luther King, Jr. from the Civil Rights Era. Compare and contrast their ideas about how to achieve greater equality within America.

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline



- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- "Story in Harlem Slang" by Zora Neale Hurston
- Information Packets on Jim Crow laws
- Information Packets on Migrant Workers
- The Green Mile (1999)
- "Fences" (2016)
- "The Giver" (2014)
- "Sweat" by Zora Neale Hurston
- "The Letter from Birmingham Jail" by Martin Luther King Jr.
- A Separate Peace by John Knowles
- Cast Away (2000)
- House on Mango Street by Sandra Cisneros
- Information Packets on Harlem Renaissance
- Information Packets on the Great Depression
- Lord of the Flies by William Golding
- Of Mice and Men by John Steinbeck
- The Mocking Bird by Ambrose Pierce
- Their Eyes Were Watching God by Zora Neale Hurston