

09_Social Issues Book Club Copied from: English 2, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **4 Weeks (20 Days)**
Status: **Published**

General Overview, Course Description or Course Philosophy

At this point in the year, students have begun to build a solid foundation for their reading work to come. They have been reading with high volume and engagement and they have studied the nuances of characters across books. Now is the time to give them a practical introduction to critical literacy, in this case focusing on reading to identify and study the social issues that are woven into the fabric of and young adult fiction, to consider how power, perspective, and stereotyping help to shape narratives' themes, and to learn how reading across genres can also help to develop a more researched view of an issue in society.

At a simplistic level, the term 'social issues' refer to issues that affect groups of people, not just the one character. Students will identify early in the unit the difference between personal struggles and social issues. Social issues extend beyond the character and is a problem that applies to lots of people. Some examples include: poverty, homelessness, joblessness, bullying, racism, and bias against the elderly. Included in this unit is a look at social norms, and discourse—the way in which our everyday understanding of rules and regulations are structured by language, by institutions, geography and by texts.

Additionally, students will focus and write about critical literacy, which acknowledges that no text is neutral. Students will learn to question what is presented as natural and to read against the grain— they should be guided to view nothing at face value. Students will become thinking that will position them to read the word and world from a critical stance.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- How are social issues developed and dealt with in texts?
- How can I deepen my interpretation of texts by considering social issues, theme, and perspective?
- How can I notice power, perspective, and stereotyping in texts that I read?
- How can I use my noticings to challenge texts rather than taking them at face value?

CONTENT AREA STANDARDS

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.9-10.6	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.9-10.9	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.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.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.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.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SOC.6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.DC.4	<p>Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</p> <p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <p>Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.</p>

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- there are layers to identity
- bias can be presented in various ways
- the single story should be evaluated
- there are often roles people take during times of conflict: upstander, bystander, victim, perpetrator
- written pieces are often not neutral
- there are often intersecting conflicts (how internal affects external and vice versa)

Procedural Knowledge

Students will be able to:

- analyze how complex characters develop over the course of a text by evaluating their actions, words, and their internal reflections
- determine a theme
- determine how a theme emerges and is shaped by details

- provide an objective summary of the text
- present information clearly, concisely and logically
- cite strong textual evidence
- infer character motives
- analyze character interactions

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Portfolio Assessment
- Teacher/Student Conferences

Formative Assessments

- reader's notebooks
- dialectic journal
- short writes
- entrance and exit slips

Summative Assessments

- Historical timeline poster project (where does the setting of the novel lie in context?)
- Fostering empathy by arguing the opposing side
- Scene rewrite (you as a character - how would you handle situation differently as the victim? Bystander? upstander?)
- Socratic seminars
- Argumentative writing essay

RESOURCES (Instructional, Supplemental, Intervention Materials)

Book Clubs Below: Core Texts

Katherine Boo	Behind the Beautiful Forevers (10.44)
Malcolm Gladwell	Talking to Strangers (10)
Barbara Ehrenreich	Nickeled and Dimed (15.50)
Trevor Noah	Born a Crime (13.02)
Margaret Atwood	The Handmaid's Tale (8)
Kathleen Glasgow	Girl in Pieces
Kathleen Glasgow	You'd Be Home Now
John Green	Turtles All the Way Down (10)
Jennifer Niven	Holding Up The Universe
E. Lockhart	We Were Liars

Suggested Mentor Texts:

<https://americanliterature.com/author/matsuo-basho/short-story/the-aged-mother>

<https://www.sabri.org/The-Answer-No.htm>

<https://mschapmansclass.files.wordpress.com/2014/03/the-golden-kite-the-silver-wind.pdf>

<https://1960shistory.files.wordpress.com/2013/01/african-short-stories.pdf>

INTERDISCIPLINARY CONNECTIONS

Social Studies:

- Students will research current events that deal with social issues such as poverty, homelessness, joblessness, bullying, racism, and bias against the elderly. These social issues are prevalent in the book club book choices.

Media Literacy

Historical Research

Current Events

Autobiographic studies

Ethics

Civics Literacy

Social Justice

Public policy

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.