

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: African American Literature

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: African American Literature Unit 1: Colonial Period, Antebellum Period, Reconstruction Period</p>	<p>Unit Summary: The first unit is designed to aid students in understanding and discovering the African American experience through the lense of literature and history. It seeks to guide students through the process of understanding concepts of oral and written traditions, the fight for freedom, justice and equality, and the establishment of a voice for the disenfranchised. Students will explore how literature portrays themes of freedom and responsibility, relationship and community, constructing identity, the human condition and spirit, past, present and future, adversity, conflict and change, social change, culture, and the American Dreams.</p>
<p>Grade Level(s): 11/12 Elective</p>	
<p>Essential Question(s):</p> <p>How do we form and shape an authentic identity?</p> <p>In the face of adversity, what aspects of the human condition allow some individuals to prevail while others fail?</p> <p>How do individuals cope with conflicting belief systems in a given society/ community?</p> <p>What is the relationship between freedom and responsibility?</p> <p>Should people sacrifice freedom in the interest of security?</p> <p>How does celebrating heritage develop our identity?</p> <p>How is our understanding of culture and society constructed through/ by language?</p>	<p>Enduring Understanding(s):</p> <p>People construct their identities through personal experiences.</p> <p>The human condition and spirit is malleable and is influenced by experiences.</p> <p>Individuals break free or conform to societal beliefs based on personal beliefs.</p> <p>Informed individuals take responsibility and stand up for their communities.</p> <p>People sometimes have to make sacrifices to promote positive growth and change.</p> <p>Understanding the past is crucial to living responsibly in the present and planning for the future.</p> <p>Understanding culture creates a sense of racial pride and acts as a vehicle for creating a deeper level of cultural understanding.</p> <p>Stories are a significant part of how people and communities learn about and understand their worlds.</p>

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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><i>Reading Literature:</i></p> <ol style="list-style-type: none"> 1. Interpret literature and cite textual evidence to support understanding. 2. Evaluate, through literature, how ancient literary texts can be used to understand culture 3. Critically read, analyze, and interpret fictional texts in terms of cultural connections. 4. Identify and evaluate how the elements and structures of poetry construct meaning. <p><i>Reading Informational Text:</i></p> <ol style="list-style-type: none"> 5. Evaluate, through historical documents, how texts can be used to understand cultural roots 6. Critically read, analyze, and interpret historical texts in terms of cultural connections. 7. Compare non-fictional historical documents to literature to recognize cultural motifs and themes. 8. Analyze common themes in text and how they express cultural commonalities. <p><i>Writing</i></p> <ol style="list-style-type: none"> 9. Develop and strengthen writing through the writing process and experimentation with style and structure in journals. 10. Respond to text-based questions with reference to the text. <p><i>Speaking and Listening</i></p> <ol style="list-style-type: none"> 11. Apply literary context in discussions of corresponding historical and literary works. 12. Present personal views with textual support in Socratic Seminars, class discussions, and small groups. 13. Listen actively and respond thoughtfully during collaborative discussions and Socratic seminars. 14. Pose questions to clarify and extend discussion. 	<ol style="list-style-type: none"> 1. RL. 11-12.1, 10 2. RL.11-12.7, 10; RL.10.9 3. RL.11-12.2 4. RL.11-12.3 5. RI.11-12.1-2, 10 6. RI.11-12.1, 3, 10 7. RI.11-12.1-2, 10 8. RI.11-12.1-2, 10 9. W.11-12.5, 10 10. W.11-12.9-10 11. SL.11-12.4, 6 12. SL.11-12.1a-d,6; RL.11-12.1; RI.11-12.1 13. SL.11-12.1d, 6 14. SL.11-12.1c, 6

Interdisciplinary Connections: *Add connections here

History

Music

Art

Students will engage with the following text:

The following texts can be found in the Norton Anthology of African American Literature:

Leonard Pitts- Black History Whitewashed in textbooks- article

Lucy Terry- Bars Fight- Poem

Phillis Wheatley – On Imagination- poem

Phillis Wheatley- To Samson Occom- letter

David Walker- David Walker’s Appeal- Appeal to constitution

Sojourner Truth- Ar’n’t I a woman- speech

Martin R. Delany- The condition, elevation, emigration and Destiny of the Colored People- essay

Frederick Douglass- What to the slave is the fourth of July- An address

Paul Laurence Dunbar- We Wear the Mask- poem-

Booker T Washington- Up From Slavery: Struggle for an Education- Memoir

W.E.B Du Bois- Criteria of Negro Art- Essay

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Group Instruction:

- **Mini-lessons, Teacher Modeling, and Lecture: Annotation to find connections in a text and themes**
- **Socratic Seminar: Whole class discussion; small group discussion leading to the answer of an essential question**

Small-Group Instruction:

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; and Jigsaw:

- **Text analysis, annotations, and citations: questioning the text (groups of texts) for analysis**
- **Reader's/Writer's Notebooks responses: responses to art or poetry; reflection on texts and materials presented in class**
- **Socratic Seminar: Questioning and discussing texts for significance and connections and reflecting on the quality of the discussion**
- **Independent Reading -- Book talks/ Literature Circles: on readings**

Individual Assignments:

- **Reader's/Writer's Notebook: Response to essential questions, personal connections and reactions to readings.**
- **Vocabulary Work in Context: student generated definitions**
- **Socratic Seminar: preparation and annotation of text, opening-question response, reflection, evaluation of partner**

Technology:

- **Use of SmartBoard, projector, Powerpoint, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.**
- **Use of SmartBoard as an interactive tool to demonstrate how to annotate.**
- **Use presentation programs during student led class presentations**
- **Use of blogging programs and websites**

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.
- **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit.

Summative Assessments: *DESCRIBE IN MORE DETAIL

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- 1 test (multiple choice, open-ended, essay)
- 1 project (We Wear the Mask)

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Course Name:

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: African American Literature Unit 2: Harlem Renaissance, Protest Movement, Modern & Contemporary</p>	<p>Unit Summary: The second unit is designed to aid students in understanding and discovering the African American experience through the lense of literature and history. It seeks to guide students through the process of understanding concepts of the creative explosion of the Harlem Renaissance, the voice of protest and racial injustices during the Civil Rights Movement, and the realistic depiction of life of the contemporary world. Students will explore how literature portrays themes of freedom and responsibility, relationship and community, constructing identity, the human condition and spirit, past, present and future, adversity, conflict and change, social change, culture, and the American Dream.</p>
<p>Grade Level(s): 11/12 elective</p>	
<p>Essential Question(s): How do we form and shape an authentic identity? In the face of adversity, what aspects of the human condition allow some individuals to prevail while others fail? How do individuals cope with conflicting belief systems in a given society/ community? What is the relationship between freedom and responsibility? Should people sacrifice freedom in the interest of security? How does celebrating heritage develop our identity?</p>	<p>Enduring Understanding(s): People construct their identities through personal experiences. The human condition and spirit is malleable and is influenced by experiences. Individuals break free or conform to societal beliefs based on personal beliefs. Informed individuals take responsibility and stand up for their communities. People sometimes have to make sacrifices to promote positive growth and change. Understanding the past is crucial to living responsibly in the present and planning for the future. Understanding culture creates a sense of racial pride and acts as a vehicle for creating a deeper level of cultural understanding. Stories are a significant part of how people and communities learn about and understand their worlds.</p>

How is our understanding of culture and society constructed through/ by language?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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<u>Learning Target</u>	<u>NJCCCS or CCS</u>
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<p><i>Reading Informational Text:</i></p> <ol style="list-style-type: none"> 5. Evaluate, through historical documents, how texts can be used to understand cultural roots 6. Critically read, analyze, and interpret historical texts in terms of cultural connections. 7. Compare non-fictional historical documents to literature to recognize cultural motifs and themes. 8. Analyze common themes in text and how they express cultural commonalities. 	<ol style="list-style-type: none"> 9. W.11-12.5, 10 10. W.11-12.9-10 11. SL.11-12.4, 6 12. SL.11-12.1a-d,6; RL.11-12.1; RI.11-12.1 13. SL.11-12.1d, 6 14. SL.11-12.1c, 6
<p><i>Writing</i></p> <ol style="list-style-type: none"> 9. Develop and strengthen writing through the writing process and experimentation with style and structure in journals. 10. Respond to text-based questions with reference to the text. 	
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Interdisciplinary Connections:

History
Art
Music

Students will engage with the following text:

The following texts can be found in the Norton Anthology of African American Literature:

James Weldon Johnson- Lift Every Voice and Sing- song

James Weldon Johnson -O Black and Unknown Bards- Poem

Arthur Schomburg- A Negro Digs Up his Past

Claude McKay- If We Must Die, To the White Fiends, America, Outcast- Poems

Zora neale Hurston- How it feels to be colored me- Essay

Songs of protest – We shall overcome and strange fruit

Richard Wright- Blueprint for Negro Writing- Essay

Lorraine Hansberry- To Be Young, Gifted and Black

Gwendolyn Brooks- Various works

Alice Walker- Everyday Use - short story

Various spoken word poems (see spoken word list)

Ta-nehisi Coates- Excerpts from Between the World and Me - Memoir

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reflection, evaluation of partner

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- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
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IDENTIFY BLOOM'S LEVELS.**

Formative Assessments:

- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
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- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.
- **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit.

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- 1 test (multiple choice, open-ended, essay)
- 1 project :Final Project - In groups of 3, students will choose an activist and make connections between this individual's works (art, movies, essays, speeches...) and connect it to various texts and themes that we have discussed throughout the semester while answering a given essential question. The groups will put together a presentation that outlines the major points and connections and how the essential question has been answered.