

Unit 1 Fall 2014

Subject/Grade: English 11

Course: American Literature

Unit Title: The Great Migration &
The Harlem Renaissance (4 weeks)

Stage 1 - Desired Results

Content Standards: *This section lists the secondary content standards that are addressed in the unit (e.g., CCSS, GSEs, NGSS, Industry Standards, etc.)*

Reading:

- [CCSS.ELA-Literacy.RL.11-12.4](#) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- [CCSS.ELA-Literacy.RL.11-12.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- [CCSS.ELA-LITERACY.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-LITERACY.RI.11-12.5](#) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- [CCSS.ELA-LITERACY.RI.11-12.6](#) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- [CCSS.ELA-LITERACY.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- [CCSS.ELA-LITERACY.W.11-12.2](#) 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.
- [CCSS.ELA-LITERACY.W.11-12.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Essential Questions: *This section identifies core essential questions in this unit*

1. What is the American Dream?
2. Is there such a thing as the "promised land?"
3. How does art help us cope with or even change reality?

Understanding: *This section identifies the big, enduring ideas of the unit*

1. The American Dream is understood differently but has unifying themes of desire for social mobility, security, equality, opportunity, etc. These dreams are thwarted by both individual complications as well as larger structural forces.
2. America -- as a country and, in this case, urban centers -- has often been conceptualized as a “promised land” of opportunity. While this can be true for some, often that dream fails to live up to its expectations.
3. Art is a powerful tool for coping with and reacting against harsh realities we face.

Students will know: *This section identifies key concepts and knowledge students will acquire as a result of this unit*

1. Brief Historical Overview of the Great Migration
2. Central figures and components of the Harlem Renaissance
3. Brief history of Blues & Jazz music in America
4. Decoding & Annotating Strategies such as questioning, summarizing, clarifying, and predicting.
5. The unique characteristics of different texts: literary, informational, expository, etc
6. Basic rhetorical devices of poetic text (such as simile, metaphor, repetition, allusion, irony, etc)
7. Different platforms for publishing work such as Podcasts and websites.
8. Prompt terminology: Synthesize, Analyze, and Evaluate

Students will be able to: *This section identifies what students should be able to do as a result of such knowledge. What skills do they now have?*

1. Explain the impact of historical, political, and social context on art in writing and speaking
2. Present findings through research and reflection
3. Connect recurring ideas and patterns across a variety of different texts as well as non-texts (music, in particular)
4. Decode complicated texts with the use of strategies such as questioning, summarizing, clarifying, and predicting.
5. Annotate texts thoroughly to aid comprehension.
6. Identify the use of rhetorical strategies and explain their significance to the text as a whole.
7. Publish their work online in a variety of different formats.
8. Choose strategies appropriately that directly respond to prompts that ask students to synthesize, analyze, and evaluate.

Stage 2 - Assessment Evidence

Assessments: *This section identifies assessment tasks that the teacher will employ to assess student performance on the content standards identified in this unit. This section may also identify the rubrics used for scoring each assessment task*

- Song Analysis & Close-Reading of a Song (Blues) (RL 4, RL 1, RI 5, RI 6, RI 7, W2, W6)
- Group Powerpoint Presentation on a component of the Harlem Renaissance (RL 1, RL 9, RI 5, RI 6, RI 7, W2, W6)
- Entrance & Exit Tickets (RL 4, RL 1, RI 5, RI 6, W2)
- Socratic Seminars (RL 4, RL 1, RI 5, RI 6, SL 1)
- Quizzes (RL 1, RI 5, RI 6)
- Graphic Organizers (for recording important information and brainstorming) (RL 1, RI 5, RI 6, RI 7)
- Group Carousels (RL 4, RL 1)
- Graded Annotations (RL 4, RL 9)
- Focus Passages with Questions (RL 4, RL 9, RI 7)
- DBQ Essay (RL 1, RL 9, RI 5, RI 6, RI 7, W2)
- Podcast Creation (RL 1, RL 9, RI 5, RI 6, RI 7, W2, W6)
- Twitter Discussions (RL 1, RL 4, RI 6, RI 7, W2, W6)

Stage 3 - Learning

Learning Activities: *This section lists suggested ENGAGING & EFFECTIVE activities for students to demonstrate their competency in the standards identified in this unit*

Note: These activities are differentiated in order to best reach all levels & types of learners:

Activities for ALL students:	Supports Provided:
<ol style="list-style-type: none"> 1. Four Corners 2. Respond to Quotations and prompts (Carousel) 3. Self-Assessment 4. Annotation Activities 5. Socratic Seminar Discussions 6. Note-Taking Graphic Organizers 7. Inferences Activity with Images 8. Group powerpoint Creation 9. Focus Passages in Small Groups 10. Creative Writing Prompts 11. Connections to contemporary issues 12. Twitter Notes & Discussion 13. Peer-Editing Checklists 14. Self-Assessment Worksheets 	<ol style="list-style-type: none"> 1. Graphic Organizers 2. Modeling - Teacher & Student Work Samples 3. Group Work 4. Multimodal options (using art, videos, etc as prompts) 5. Directions presented in different ways (visually, audibly, etc) 6. Explicit Instruction 7. Organizational Systems (Notebook with Dividers for each section) 8. Focused Grading 9. Support of Inclusion Teacher and Reading Specialist 10. Seating Chart 11. Preferential Seating 12. Use of Auditory aids such as audiobooks and read-aloud software. 13. Accessible materials (all documents, plans, and handouts available on website)
Activities for MOST students:	Supports Provided:
<ol style="list-style-type: none"> 1. Empathetic Feedback on student work 2. Extension Writing Activities 3. Choice in research topics 4. Further Connections to contemporary issues 	<ol style="list-style-type: none"> 1. Explicit Instruction 2. Group Work 3. Modeling with student samples
Activities for SOME students:	Supports Provided:
<ol style="list-style-type: none"> 1. Further Research Opportunities 2. Leadership Roles within Group Activities (i.e. Socratic Seminars, Group Work, etc) 3. Song Composition 4. Extension Activities with Song Analyses 5. Further Creative Writing Prompts 6. Choice in research and presentation of connections to contemporary issues 	<ol style="list-style-type: none"> 1. Modeling 2. Explicit Instruction 3. Targeted Feedback 4. Individual conferences/instructions

Instructional Resources: *This section of the unit lists instructional resources & equipment available to teachers for this unit*

Visual Art (for example: Jacob Lawrence and Rose Piper's work)

Information Texts

- Emmet J Scott - "Negro Migration During the War"
- On the Chicago Race Riots of 1919
- Defining Jim Crow Laws
- Drake & Clayton's *Black Metropolis*
- Primary Source Documents: Letters to Editors of Northern Publications

Literary Texts

- Alice Walker's "Roselily"
- Langston Hughes "One Way Ticket"
- Rudolph Fisher's "The City of Refuge"
- Gwendolyn Brook's "of De Witt Williams on his way to Lincoln Cemetery" an "Kitchenette Building"

Videos

- *A Walk Through Harlem*

Music

- Trixie Smith's "Times is Getting Harder" and "Freight Train Blues"
- Una Mae Carlisle
- Ma Rainey
- Louis Armstrong
- Bessie Smith
- Duke Ellington
- Bill Broonzy "When Will I Get To Be Called A Man"

Contemporary Articles concerning racism and economic equality (especially on St. Louis & Ferguson)

Chart paper

Daily Powerpoints

Notebooks divided into sections (Essential Questions, Entrance/Exit Tickets, Writing, Class Notes, Vocabulary, and HW)