

## Random Family Spring 2014

Subject/Grade: English 11

Course: American Literature

Unit Title: Documenting Poverty:  
Random Family (5 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.)*

#### Target Standards:

- **CCSS R.I.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 R.I.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 W.7** - 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.
- **CCSS W.8** - 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 over-reliance on any one source and following a standard format for citation.
- **CCSS W.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CCSS S&L 4** - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **CCSS S&L 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.

#### Supporting Standards:

- [CCSS.ELA-LITERACY.RI.11-12.2](#) - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- [CCSS.ELA-LITERACY.RI.11-12.3](#) - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- [CCSS.ELA-LITERACY.W.11-12.1](#) - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- [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.11-12.5](#) - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- [CCSS.ELA-LITERACY.W.11-12.10](#) - 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.W. 5
- [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.

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

1. Who has access to the American Dream?
2. How do people get “stuck” in poverty?
3. Why do people make “bad” decisions?
4. How can journalism challenge and change our perceptions of society?
5. When is the truth more powerful than fiction?

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

1. Access to the American Dream is limited by structural inequality as well as individual choices.
2. Cycles of poverty reflect the lack of access to viable options for social mobility (education, jobs, real estate, etc).
3. Individuals make choices that can be destructive for a variety of reasons, ranging from social pressures, a lack of opportunities for social mobility, personal failures, and/or even a will to survive.
4. Investigative journalism can expose the harsh realities of our society, giving us a window to worlds that exist beyond our own experiences.
5. Non-fiction is a powerful tool to document and critique our society. Exposing the truth can shock audiences in such a way as to encourage reflection and action.

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

1. The definitions of and distinctions between types of non-fiction writing, in particular journalism
2. The components and structure of a thorough research paper
3. The historical, social, political, and economic context of the Bronx in the mid-eighties
4. The importance of and difference between different types of evidence to use in supporting claims and arguments
5. Correct format for citations in MLA Format
6. Cornell note-taking strategies
7. Presentation Skills

**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. Read and comprehend a variety of texts (fiction and non-fiction) that pursue similar themes and issues.
2. Write a thorough research paper that incorporates evidence from a variety of sources.
3. Analyze the impact of historical, social, political, and economic factors on individuals and communities.
4. Find, assess, and incorporate into research writing.
5. Cite evidence properly according to MLA format.
6. Take notes in an organized, structured form while synthesizing information, asking questions, and making connections.
7. Present information in a logical, straightforward way with the assistance of technology (powerpoint/prezis, audio, visual, etc).

Stage 2 - Assessment Evidence

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**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

Research Paper and Presentation on a self-generated question (summative) - (R.I. 1, R.I. 7, W. 7, W. 8, W. 9, S.L. 4, S.L. 5)

Film Review (Style Wars & Do the Right Thing) (R.I. 1, W. 9)

Journalism Prompts (W.1, W.2, W.7)

Entrance/Exit Tickets (W.1, W.4, W.10 R.I. 1, R.I. 2, R.I. 3, R.I. 7)

Socratic Seminars (S.L. 1, R.I. 1, R.I. 2, R.I. 3, R.I. 7)

Discussion Reflections/Self-Assessments (S.L. 1, W.10)

Quizzes (R.I. 1, R.I. 2, R.I. 3, R.I. 7)

Comprehension Graphic Organizers (R.I. 1, R.I. 2, R.I.3, R.I. 7)

Personal Reflection Writing Assignments (W.1, W.5)

Reading Checks with Cornell Notes (R.I. 1, R.I. 2, R.I. 7)

Peer & Self Assessment of Presentations based on Rubrics (S.L. 4, S.L. 5)

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<b>Stage 3 - Learning</b>	
<p><b>Learning Activities:</b> <i>This section lists suggested ENGAGING &amp; EFFECTIVE activities for students to demonstrate their competency in the standards identified in this unit</i></p> <p style="text-align: center;"><b>Note:</b> These activities are differentiated in order to best reach all levels &amp; types of learners:</p>	
<b>Activities for ALL students:</b>	<b>Supports Provided:</b>
<ol style="list-style-type: none"> <li>1. Sustained Silent Reading</li> <li>2. Literature Circles</li> <li>3. Socratic Seminars</li> <li>4. Carousels</li> <li>5. Book Reviews as anticipations guides</li> <li>6. Film Study: Do the Right Thing &amp; Style Wars</li> <li>7. Related Articles on Poverty/Inequality</li> <li>8. Group and Individual Research</li> <li>9. Cornell Note-Taking</li> <li>10. Journalism Writing Assignments</li> <li>11. Research Paper Writing &amp; Generating Topics</li> <li>12. Reading/Navigating Blogs</li> <li>13. Assessing Evidence Workshop</li> <li>14. Peer Editing/Revision</li> </ol>	<ol style="list-style-type: none"> <li>1. Graphic Organizers</li> <li>2. Modeling - Teacher &amp; Student Work Samples</li> <li>3. Group Work</li> <li>4. Multimodal options (using art, videos, etc as prompts)</li> <li>5. Directions presented in different ways (visually, audibly, etc)</li> <li>6. Explicit Instruction</li> <li>7. Organizational Systems (Notebook with Dividers for each section)</li> <li>8. Sample Reading Calendar</li> <li>9. Support of Inclusion Teacher and Reading Specialist</li> <li>10. Homogenous &amp; Heterogeneous Grouping based on task</li> </ol>
<b>Activities for MOST students:</b>	<b>Supports Provided:</b>
<ol style="list-style-type: none"> <li>1. Extended Individual Research</li> <li>2. Supplemental Non-fiction reading</li> <li>3. Extended Media Literacy</li> <li>4. Self-guided independent reading</li> </ol>	<ol style="list-style-type: none"> <li>1. Explicit Instruction</li> <li>2. Group Work</li> <li>3. Modeling with student samples</li> </ol>
<b>Activities for SOME students:</b>	<b>Supports Provided:</b>
<ol style="list-style-type: none"> <li>1. Leadership Roles within Group Activities (i.e. Socratic Seminars, Literature Circles, etc)</li> <li>2. Extended Research</li> <li>3. Extended Research Paper Writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Modeling</li> <li>2. Explicit Instruction</li> <li>3. Targeted Feedback (in particular, voice, blending quotes, etc)</li> </ol>
<p><b>Instructional Resources:</b> <i>This section of the unit lists instructional resources &amp; equipment available to teachers for this unit</i></p> <p><i>Notebooks</i>  <i>Copies of <u>Random Family</u></i>  <i>Interviews with Adrian Nicole Leblanc</i>  <i>New York Times Article "Invisible Children"</i>  <i>Reviews of Random Family from The Guardian, US Today, The New Yorker</i>  <i>Do the Right Thing (film)</i>  <i>Style Wars (documentary film)</i>  <i>Blog Posts: "This is Why Poor Peoples' Bad Decisions Make Perfect Sense" (Huffington Post), "Ghetto: 5 Reasons to Rethink the Word" (DCCentric)</i>  <i>Spoken Word Poetry</i>  <i>Daily Powerpoints</i>  <i>Computer Cart for research</i></p>	