

Theme

How can our interpretations of the past inform our understanding of the present?

STEM Innovation Academy Unit 2 Plan

Subject: ELA Unit Title: Creating Stories to Combat Social Justice Issues Grade: 10	Teacher: Ms. Buske Duration: 10 Weeks
<p style="text-align: center;">Summary of Unit</p> <p>Literature and art have always been used to entertain and to expand the imagination; however, it has been used as a tool to combat controversial historical and contemporary social justice issues. The text, “Uncle Tom’s Cabin,” can be located in a particular context in American history plagued with the past of slavery. By studying the work of Harriet Beecher Stowe, including the reception of her work, the actions taken following her work, and the ways in which her text remains timeless in our society’s canon, students will create stories that combat social issues of our time. Students will narrow research topics from the previous unit to inform their development of the characters, events, and plotline in these stories with the intent of opening a dialogue with our class community and the outside community of Orange. A small research paper will accompany the story, as well as a scheduled Q&A discussion with readers and audience members who have a chance to ‘meet and greet’ the authors and explore the complexity of the issues featured in the creative works.</p>	
<p style="text-align: center;">Standards/Outcomes:</p>	
<p><i>Targeted Standards:</i> NJSLS Grade 9-10</p> <p>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.</p> <p>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.</p> <p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) 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.</p> <p>RI.9-10.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	

[RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

[RI.9-10.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

[RI.9-10.5](#) Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

[W.9-10.7](#) Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

[SL.9-10.1](#) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

[SL.9-10.5](#) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

L.9-10.5 Demonstrate understanding of word relationships and nuances in word meanings

21st Century Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Stage 1 – Desired Results

Essential Questions:

How can literature be used to consider conflicting perspectives?

How can literature be used to protest specific, current issues?

How can writers lead us to understand ideas without explicitly stating those ideas?

How can storytelling be used to encourage discourse over controversial issues?

How can language be used to express experiences, thoughts, and ideas?

Stage 2 – Assessment Evidence

Unit Pre-assessments:

- 1) Students will read an excerpt from [Frederick Douglass' Narrative](#) and compare it with a video detailing a [mini bio](#)

Presentation: Formal reading of story and presentation of research (followed by Q&A session)

Performance Task(s):

Research Paper

Students narrow their previous topic related to social justice issue and complete additional, scholarly research into the topic. The intent of this research is to inform the final product (story). Students complete a literature review as well as a mini research paper to present alongside their story.

Creative Story

Students will create a story informed by research. Characters, setting, progression of plot, and overall theme should be informed by understanding of social justice issue researched. This activity will be introduced with the TED Talk.

Writer's Notebook: Creative Writing Series

In digital writer's notebooks, students will respond to prompts based upon mentor text (class texts: poems). After analyzing writer's techniques and linking techniques to the theme of the text, students will apply the techniques to their own creative writing and will participate in peer revision process.

Current Event Presentations

Students will choose a 'current event' article related to their research and will present in front of the class. Students will describe how the current event informs their creation of the thesis statement.

Vocabulary Activities

Students will create games based upon weekly vocabulary terms (based upon weekly readings). Students will play the games in class.

Visual Component/Letter to Guests

Students write a letter to a guest from the community. In letter, students must explain context for story and overall rationale for research, as well as intentions for dialogue.

Dojo Posts

Each week, students will post an 'excerpt' from their creative story in progress and will highlight narrative techniques used.

Playlist

Students select reading literature standard, a text, and a personalized “activity” to address that particular standard. This serves as a means of differentiation, as well as a way for students to expand their own self-designed inquiry for a research project

Authentic Experiences:

- 1) Museum of the City of New York in NYC
 - The museum has an exhibition related to protest literature, including Uncle Tom’s Cabin
- 2) Reading to Audience (includes Q&A session)

Extensions (Tier I):

Content: Articles and Novel

- Students will be asked to use articles from Google Scholar as part of their research. Students will be required to assess at least THREE primary sources, whether this includes data from research OR primary historical document
- Students will be allowed to choose topic of interest

Process: Flipped Classroom

- Students will choose ONE writing technique to reinforce with classmates
- Should also be used in creative story

Product: Literature Review/Mini Thesis

- Students will construct a “mini thesis” with a well-developed literature review (from Google Scholar, commentary on at least three literary theories) connected to the connection between protest and literature. Students will be asked to choose one author outside of Harriet Beecher Stowe and examine how that author contributed to a political movement. Students must present information to peers and respond to panel questions.

<http://www.public.asu.edu/~kroel/www500/Mini-Proposal%20Guidelines.pdf>

Differentiation (Tiers 2 and 3)

Content: Audio Version

- Students will be provided with audio version of text to listen to alongside reading of Uncle Tom’s Cabin and supplementary texts.

Content: Article Choices

- Students will be given choice of current events, and articles/poems, to present to class during Current Event presentations.

Process: Juicy Sentences

- Small group instruction will take place during writing process to help students address targeted standards, particularly language standards

Process: Organizer

- Students will be given a writing organizer before writing articles, poetry, and letter

Process: Kinesthetic Learning Activities

- Students will engage with content and will enhance reading/writing skills using kinesthetic activities
- https://docs.google.com/document/d/1SMOBnH3LIk1n0XIkkg0XU1XHsMYiEUmcRw6_yMlks/edit

Product: Media

- Students will be given the option to (in addition to written piece) to create a visual piece using iMovie, YouTube, etc.

Stage 3 – Learning Plan

Vocabulary

adroit, alacrity, assiduous, baleful, bard, bonhomie, burlesque, cajole, cambric, canaille, caprice, chattel, colloquy, compendious, covey, cubiculum, debauchery, desecrate, despot, diablerie, divers, droll, elucidate, enervated, evince, garrulous, greensward, incipient, indubitable, invective, levee, maraud, motley, rhetoric, rhetorical

Resources:

Materials

Writer's Notebooks
Chromebooks
Chart Paper
Recording Devices (Podcasts)

Digital

[Class Dojo](#)
Ebscohost (eBooks)
[Storyboard That](#)
[Online Voice Recorder](#)
[Commonlit](#)
[Audio Version: I Know Why the Caged Bird Sings](#)
[Visual Dictionary Online](#)
[Flipgrid](#)
[MindMup](#)
[Penzu](#)
[Quizlet \(Vocabulary\)](#)

Texts

[Uncle Tom's Cabin](#) by Harriet Beecher Stowe
[The Narrative of Frederick Douglass Chapters 1 and 7](#)
["Speech on Slavery" by Abraham Lincoln](#)
["Allegory of the Cave" by Plato](#)
["Lincoln, Stowe, and the 'Little Woman/Great War' Story: The Making, and Breaking, of a Great American Anecdote" by Daniel R. Vollaro](#)

Related Media

[Khan Academy's Analysis of Uncle Tom's Cabin](#)
[Khan Academy's Impact of Uncle Tom's Cabin](#)
[Uncle Tom's Cabin audiobook](#)
[TED Talk: Why a Good Book is a Secret Door](#)

Discussion Templates

[Cooperative Concept Attainment Activity](#)

[Design Thinking](#)

[TOE Question Stems](#)

[Ongoing Conversations Document](#)

Playlist Materials: Differentiation

[Playlist: Explanation and Template](#)

[Playlist](#)

***Utilizes Google Classroom**

Expert/Field Experience(s)

-Visit to the Museum of the City of New York in NYC

-The museum has an exhibition related to protest literature, including Uncle Tom's Cabin

Literacy Connections/Research

- Students will conduct daily research during the last 40 minutes of class (for final poem/journal article presentation)

-Students will complete a daily Journal, where they will either respond to designated writing prompt related to specific daily lesson OR writing prompt option (given at the beginning of the project)