

**Urban Education Roundtable PLC
Curriculum Unit**

Unit Plan Theme/Topic: Hard Won Liberties

<p><u>Unit Goals:</u></p> <ol style="list-style-type: none"> 1. Students will be able to recognize rhetoric and author purpose 2. Students will connect the central idea to an author’s purpose 3. Students will identify rhetorical appeals, including ethos, pathos and logos 4. Students will utilize rhetoric in argumentative writing, speech and content 5. Students will use primary sources to build background knowledge 6. Students will present information using argumentative strategies 	<p>Overview: This unit supports students’ development and understanding of rhetoric.</p>
	<p>Grade Level: High School</p>
	<p>Unit Length: 8</p>
	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does the speaker’s purpose and the audience influence rhetorical appeals? 2. How can speaker’s convince an audience using persuasive techniques? 3. How is the Civil Rights Movement relevant today? 4. What strategies can writers and speakers use to influence an audience?
	<p>Objectives: Students will:</p> <ol style="list-style-type: none"> 1. Students will identify author’s purpose and their audience’s role 2. Students will compare and contrast argumentative speeches and nonfiction texts 3. Students will understand rhetorical appeals and devices and how they influence persuasive techniques 4. Students will be able to understand audience appeal when organizing argumentative speeches, content and essays 5. Students will create argumentative campaigns inspired by social justice topics
	<p>Materials & Resources: 1960s Civil Rights Movement</p> <ul style="list-style-type: none"> ● “I Have a Dream” by Martin Luther King ● “March on Washington” by Josephine Baker ● “Letters from Birmingham Jail” by Martin Luther King

- “Who Taught You to Hate Yourself” by Malcolm X
- *The Color of Water* by James McBride
- [Ain't I a Woman by Sojourner Truth](#)

Civil Rights

- [We Demand Voting Rights at March on Washington](#)
- [Police & Crowd at March on Washington](#)
- [“WE JUST WANT TO TAKE YOUR CLOTHES SO THAT WE CAN WEAVE YOU A WONDERFUL NEW OUTFIT”](#)
- [Power to the People Image](#)

Black Lives Matter

- [Black Lives Matter signs on Juneteenth 2020](#)
- [Black Lives Matter rally H Street, Washington, DC](#)
- [One of the many Black Lives Matter events on or near Black Lives Matter Plaza in Washington, D.C. \(A\)](#)
- [One of the many Black Lives Matter events on or near Black Lives Matter Plaza in Washington, D.C. \(B\)](#)

Women's Rights

- [Hear Our Voice - Women’s March on Washington 2017](#)
- [Shirley Chisholm - Equal Rights Amendment](#)

Song Inspiration:

- Strange Fruit, Billie Holiday
- Pride, U2

Recommended Implementation Plan:

- Begin this unit after teaching Rhetorical appeals and advertising techniques

<p><u>ELA NJ Standards:</u></p> <ul style="list-style-type: none"> ● RL.CR.9-10.1 - Cite a range of thorough textual evidence and make relevant connotations to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as where the text leaves matters uncertain. ● RL.CI.9-10.2 - Determine one or more central ideas of an informative text and analyze how it developed and refined over the course of the text ● RL.IT.9-10.3 - Analyze how an author unfolds and develops ideas throughout the text ● RI.AA.9-10.7 - Describe and evaluate the argument and specific claims in a n informational text ● RL.CT. 9-10.8 - Analyze and reflect on the historical/cultural context and how an author draws on historical and literary significance ● SL.II.9-10.2 - Integrate multiple sources of information presented in diverse media or formats ● SL.ES.9-10.3 - Evaluate a speaker’s point of view, 	<p>Student Activities: (include links to handouts created in Google Docs)</p> <ul style="list-style-type: none"> ● See ELA procedure below <p style="text-align: center;"><i>Interdisciplinary Connections with Standards</i></p> <p>English Language Arts: Procedure:</p> <ol style="list-style-type: none"> 1. 1960s Civil Rights Movement <ol style="list-style-type: none"> a. Introduction to Hard-won Liberties - Turn & Talk, Deck & RAFT <ol style="list-style-type: none"> i. Shirley Chisolm’s “For the Equal Rights of Women” b. Strange Fruit - <ol style="list-style-type: none"> i. Background information ii. Analysis <ol style="list-style-type: none"> 1. Slide Deck 2. Handout c. Interactive Washington Mall d. Malcolm X & The Black Panther Party <ol style="list-style-type: none"> i. Sources ii. Anchor Chart e. Dr. King <ol style="list-style-type: none"> i. Sources ii. Reflection <p>Interdisciplinary Connections:</p> <ol style="list-style-type: none"> 1. Connections to the Civil Rights movement and the Black Lives Matter movement. 2. Connection to redlining and the economic impact policies like redlining still have on our society today. 3. Connections to people of color who have made advancements in science.

<p>reasoning, and use of evidence and rhetoric</p> <ul style="list-style-type: none"> ● SL.ES.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 	<p>About the Authors: Christina Monaco Caldwell, Teacher Bio Kelly Fischer, Teacher</p>
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Unit Plan Theme/Topic: Dystopian Fiction/ Mentor Texts - *Animal Farm* and/or *1984* by George Orwell

<p>Unit Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to recognize rhetoric and propaganda in a dystopian setting 2. Students will be able to decide whether its human nature to conform or be an individual 3. Students will identify author’s purpose and theme 4. Students will connect how dystopian fiction is relevant today 5. Students will debate if it’s human nature to conform or be an individual 	<p>Overview: This unit explores how rhetoric and propaganda influence society to be manipulated by a corrupt leader.</p>
	<p>Grade Level: High School</p>
	<p>Unit Length: <i>Animal Farm</i> 4 weeks, <i>1984</i> 4 weeks (Based on the level of course you could focus on 1 of Orwell’s texts and scaffold, while using similar primary sources)</p>
	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What makes dystopian fiction relevant in society today? 2. What messages are authors trying to convey in dystopian fiction? 3. What inspires authors to create dystopian settings? 4. Why is it imperative that citizens are aware of propaganda? 5. What tools do dictators use to abuse their control to create oppressive and dystopian societies?
	<p>Objectives: Students will:</p>

<p>6. Students will use primary sources to make connections between literature and history</p>	<p>6. Students will be able to identify author’s purpose and their audience</p> <p>7. Students will be able to understand relationships between fictional texts and primary sources</p> <p>8. Students will analyze rhetoric and dystopian fiction characteristics</p> <p>9. Students will compare and contrast dystopian fiction texts and make a connection to theme</p>
	<p>Materials & Resources: (include links)</p> <p>Texts: <i>Animal Farm</i> by George Orwell <i>1984</i> by George Orwell</p> <ul style="list-style-type: none"> ● Primary Sources <ul style="list-style-type: none"> ○ Propaganda Posters ○ One Child Nation, documentary by Nanfu Wang, available on Amazon Prime ● Graphic Novels <ul style="list-style-type: none"> ○ <i>The Wall</i> by Peter Sis ○ <i>Pyongyang</i> by Guy Delisle ○ <i>Persepolis</i> by Marjane Satrapi ○ <i>The Handmaid's Tale</i> by Margaret Atwood <p>Texts:</p> <ul style="list-style-type: none"> ● <i>Animal Farm</i> by George Orwell ● <i>1984</i> by George Orwell
	<p>Recommended Implementation Plan:</p> <ol style="list-style-type: none"> 1. Place this unit after the ELA “Hard-won Liberties” a social justice unit in order for students to understand rhetorical appeals prior to unit

	<p>2. Model for students how to be a curious thinker rather than a defensive thinker before socratic seminar</p> <p>3. Explore characteristics of dystopian fictions prior to unit</p>
	<p>Student Activities: (include links to handouts created in Google Docs)</p>
	<p>4. See ELA Procedure below</p>
	<p style="text-align: center;"><i>Interdisciplinary Connections with Standards</i></p>
<p><u>ELA NJ Standards:</u></p> <ul style="list-style-type: none"> ● L.VI.9-10.4A - Interpret figures of speech ● L.VI.9-10.4C - Analyze the cumulative impact of specific word choices on meaning and tone ● RL.CR.9-10.1 - Cite a range of thorough textual evidence and make relevant connotations to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as where the text leaves matters uncertain. ● RL.CI.9-10.2 - Determine one or more themes of a literary text and analyze how it developed and refined over the course of the text ● RL.IT.9-10.3 - Analyze how an author unfolds and develops ideas throughout the text ● RI.AA.9-10.7 - Describe and evaluate the argument and specific claims in a n informational text ● RL.CT. 9-10.8 - Analyze and reflect on the historical/cultural 	<p>English Language Arts:</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Anticipation Guide <ol style="list-style-type: none"> a. Preview Primary Sources in anticipation guide b. Animal Farm Anticipation Guide w/Primary Sources c. 1984 Anticipation Guide 2. 1984 or Animal Farm simulation during the guided reading <ol style="list-style-type: none"> a. Animal Farm Simulation Signs b. Animal Farm Simulation Group Selection 3. Example Reading Calendars <ol style="list-style-type: none"> a. Honors b. Example College & Career Preparation Class Calendar (CCP) 4. Annotation Challenge while reading <ol style="list-style-type: none"> a. Option to annotate w/post-its in the novel b. Perusall w/collaborative class annotations c. Dialectical Notebook of annotations w/textual evidence 5. Weekly Digital Discussion Boards w/student guided questions <ol style="list-style-type: none"> a. Honors b. CCP 6. Socratic Seminar w/Anticipation as Questions <ol style="list-style-type: none"> a. Before socratic seminar, students will utilize textual evidence from the novel 7. RST Essay - Research Simulation Tasks w/primary sources and graphic novels <ol style="list-style-type: none"> a. Honors Directions: Prompt 1, Prompt 2

<p>context and how an author draws on historical and literary significance</p> <ul style="list-style-type: none"> ● SL.ES.9-10.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric 	<p>b. CCP Directions</p> <p>8. Dystopian Fiction Pitch Playlist Project (optional to end with or pair with <i>Fahrenheit 451</i> by Ray Bradbury in a separate unit)</p> <p>a. Honors Pitch Project & Dystopian Fiction Playlist</p> <p>b. CCP Pitch Project & Dystopian Fiction Playlist</p>
	<p>Interdisciplinary Connections:</p> <ol style="list-style-type: none"> 1. Connection: The Soviet Union & Russian Revolution 2. Connection: Logos - Statistics for Rhetorical Appeals 3. Connection: Science Fiction 4. Connection: Come to a conclusion inspired by thesis/hypothesis
	<p>About the Authors:</p> <p>Christina Monaco Caldwell, Teacher Bio</p> <p>Kelly Fischer, Teacher</p>

Unit Plan Theme/Topic: Night

<p>Unit Goals:</p> <ol style="list-style-type: none"> 7. Students will use primary sources to build background knowledge 8. Students will identify author's purpose and theme 9. Students will use primary sources to make connections between literature and history 	<p>Overview: Complementary unit for the book <i>Night</i> by Elie Wiesel to create background knowledge about Eugenics, the 10 stages of Genocide, and where it lands in the historical timeline.</p>
	<p>Grade Level: High School</p>
	<p>Unit Length: Split from Beginning to End of <i>Night</i> but overall (2-3 weeks)</p>
	<p>Essential Questions: How do humans prevent genocide through understanding historical context?</p>
	<p>Objectives:</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the author's purpose and their audience. 2. Evaluate how history helps prevent genocide. 3. Synthesize solutions to current genocides by drawing parallels to the Holocaust.

	<p>Materials & Resources: (include links)</p> <ul style="list-style-type: none"> ● German Anti-Semitism ● 10 Stages of Genocide ● Historical Context for Night <p>US Eugenics:</p> <ul style="list-style-type: none"> ● Eugenics Make the World Go Round ● International Congress of Eugenics ● Disability in the Progressive Era <p>Recommended Implementation Plan: Place this within the background knowledge in regards to pre-reading for Night.</p> <p>Student Activities: (include links to handouts created in Google Docs)</p> <p>10 Stages of Genocide See ELA procedure below</p> <p style="text-align: center;"><i>Interdisciplinary Connections with Standards</i></p>
<p><u>ELA NJ Standards:</u></p> <ul style="list-style-type: none"> ● RL.CR.9-10.1 - Cite a range of thorough textual evidence and make relevant connotations to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as where the text leaves matters uncertain. ● RL.CI.9-10.2 - Determine one or more themes of a literary text and analyze how it developed and refined over the course of the text ● RL.IT.9-10.3 - Analyze how an author unfolds and develops ideas throughout the text 	<p>English Language Arts: Procedure:</p> <ol style="list-style-type: none"> 1. Anticipation through Historical Context for Night Timeline & Use this link to anticipate what these numbers are for. (Make sure you show picture without the caption) Math Integration 2. Compare the 10 Stages of Genocide to Timeline events for Night. 3. Add Eugenics primary sources where appropriate regarding patterns of genocides and through student choice. 4. Culminate with an informative essay using information gained to synthesize and evaluate how humans can prevent Genocide from happening again.

<ul style="list-style-type: none"> ● RI.AA.9-10.7 - Describe and evaluate the argument and specific claims in a n informational text ● RL.CT. 9-10.8 - Analyze and reflect on the historical/cultural context and how an author draws on historical and literary significance 	
	<p>Interdisciplinary Connections:</p> <ol style="list-style-type: none"> 1. Procedure: Connection the Holocaust & the 10 stages of Genocide 2. Procedure: Connection to statistics and primary sources of data—> Primary Document for Math Discussion 3. Procedure: Connections to Eugenics—> Disability Progressive Era
	<p>About the Authors: Christina Caldwell Kelly Fischer, Teacher TJ Gibbs, Teacher</p>