

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Diverse Voices

January 2019

BOE Approved September 2019

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## **Authors of Course Guide**

Ms. Amy Brazauski

Dr. Jasmina Ferizovic

BOE Approved September 2019

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Diverse Voices

### Grades 11 and 12

Diverse Voices is a semester course for seniors focused on exploring diversity through literature. Students will read fiction, nonfiction, drama, and poetry and use these texts to explore how a variety of factors—including race, ethnicity, religion, class, and gender—influence an individual’s voice. To explore these varied voices found in literature, as well as their own, students will write analytical, narrative, argumentative, and synthesis compositions, and they will also convey information and ideas using technology. Through this course, students will better understand and appreciate the various voices they will encounter through their personal and professional experiences. All senior fall electives include writing the narrative college essay. Students are encouraged to complete the summer reading assignment.

## Pacing Guide

Diverse Voice: 5 weeks	8-12
Diverse Identities: 5 weeks	13-20
Diversity in Conflict: 5 weeks	21-26
Tolerance of Diversity: 5 weeks	27-33

UbD Template 2.0-Unit 1: Diverse Voice

Stage 1 Desired Results Diverse Voice		
<p><b>ESTABLISHED GOALS</b></p> <p>CCSS.ELA-LITERACY.RI.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.</p> <p>CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Define diversity. Explain how one's background shapes one's diverse voice. Synthesize how several literary works reveal elements of authors' diverse voices.</p>	
	<b>Meaning</b>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>UNDERSTANDINGS</b> <i>Students will understand that</i></p> <ul style="list-style-type: none"> <li>- Diversity is a pattern of behavior shared by a group of people, including beliefs, customs, rituals, values, and political systems.</li> <li>- An author's diverse voice is informative of one's moral values, relationships, and life goals. Diversity shapes identity by informing our moral values, relationships, and life goals</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- What is diversity?</li> <li>- How does diverse background shape one's identity?</li> </ul> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that</i></p> <ul style="list-style-type: none"> <li>- Diversity is a pattern of behavior shared by a group of people, including beliefs, customs, rituals, values, and political systems.</li> <li>- An author's diverse voice is informative of one's moral values, relationships, and life goals. Diversity shapes identity by informing our moral values, relationships, and life goals</li> </ul>
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<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Character development</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Analyze</li> </ul>	

	<ul style="list-style-type: none"> <li>● Internal and external conflict</li> <li>● Elements of diversity in a character's life including beliefs, customs, rituals, values, and political systems</li> <li>● Character's emotions, motives, and conflicts</li> <li>● The human condition from different cultural perspectives</li> <li>● Well-organized speech</li> </ul>	<ul style="list-style-type: none"> <li>● Identify</li> <li>● Interpret</li> <li>● Infer</li> <li>● Generalize</li> <li>● Deliver</li> </ul>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M, A	The anthropology journal and the oral presentation are clearly organized and informative.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
T, M	Artifact journal is accurate and insightful. The presentation offers a clear picture of the culture.	GRASPS Goal/challenge-- <b>Design an a sociologist’s journal log that describes a specific diverse group’s artifacts, and give a presentation describing a diverse group.</b>
A	The artifact journal uses correct conventions, formatting, and MLA style. The presentation is clearly organized and delivered effectively.	Role for student-- Take the role of a sociologist collecting and interpreting artifacts and what they reveal about a given diverse group.
M, A	Student uses appropriate strategies of the writing process (Brainstorming, drafting, revising, and editing)	<p>Audience for student work-- Population outside of the diverse group under study.</p> <p>Situation-- As an expert sociologist, you are forming a conclusion about a diverse group by observing and collecting artifacts about their customs, values, education, family and or political structure.</p> <p>Products and performances generated by student--</p> <ul style="list-style-type: none"> <li>● Design an sociologist’s journal log that identifies and describes the artifacts.</li> <li>● Glve 3-5 minute presentation about the unique characteristics of a specific country at its embassy’s cultural center.</li> </ul> <p>Standards/criteria for judging success--</p> <ul style="list-style-type: none"> <li>● A clear presentation describing a diverse group.</li> <li>● Well written and organized artifact journal.</li> </ul>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Class discussion, informal and formal writing assignments, oral presentations (debates, role playing, speeches), guided reading, graphic organizers, quizzes.</p>
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M, A	<ul style="list-style-type: none"> <li>c. Identify elements of culture in a character’s life including beliefs, customs, rituals, values, and political systems</li> <li>d. Interpret the theme of cultural identity</li> <li>e. Infer character’s emotions, motives, and conflicts</li> <li>f. Generalize about the human condition from different cultural perspectives</li> </ul> <p>4. Classroom discussion: Students will participate in classroom discussions based on the following concepts:</p> <ul style="list-style-type: none"> <li>a. Identify elements of diverse identities in a character’s life including beliefs, customs, rituals, values, and political systems</li> <li>b. Interpret author’s voice</li> <li>c. Infer about character’s emotions, motives, and conflicts</li> </ul>	Small and large group discussion
T, M, A	<p>5. Students will review paper and electronic models</p> <ul style="list-style-type: none"> <li>a. Read <i>Motel of the Mysteries</i> by David McCauley and identify essential components of how ideas are presented.</li> <li>b. Browse through an example of a museum website and identify essential components of how information is structured and presented. <i>eg: National Museum of African American History and Culture Online Collection</i></li> <li>c. Using models above as mentors, write an artifact log entry of an object in the classroom. With partners, write an paragraph analysis of how the objects reflect the diverse culture of the classroom.</li> </ul>	<p>Close reading and analysis</p> <p>Model writing</p>

SUGGESTED READINGS

*Selections from: Other Voices Other Vistas*

*How To Tame a Wild Tongue, Gloria Anzaladua*

*The House on Mango Street by Sandra Cisneros*

*I Am The Darker Brother: Anthology of African American Poems*

*This I Believe*

*Americanah, Chimanda Ngozi Adichie*

*The Brief Wondrous Life of Oscar Wao, Junot Diaz*

*The Tortilla Curtain, T.C. Boyle*

*Let the Great World Spin, Colum McCann*

**Stage 1 Desired Results  
Diverse Identities**

<p>ESTABLISHED GOALS</p>	<p><i>Transfer</i></p>	
<p>CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Determine the author’s purpose in a memoir. Analyze unique stylistic choices in a personal narrative. Display empathy by perceiving sensitively and relating to the author’s experience.</p>	
<p><b>Meaning (KUD -- “Know” “Understand” “Be Able to DO”</b></p>		
<p>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.)</p> <p>CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Authors use narrative techniques such as dialogue, dialect, diction, point of view, tone, figurative language, imagery to convey meaning.</li> <li>• A memoir enhances both the author’s and reader’s insights about the human experience.</li> <li>• A significant personal experience can be communicated effectively to a broader audience through writing.</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How does the author use stylistic choices to achieve his/her purpose more effectively?</li> <li>• How does the memoir contribute to the author’s personal insights, as well as broaden the audience insights about the human experience?</li> <li>• In what ways can someone’s personal experiences significantly impact a broader audience?</li> </ul>

<p>events using effective technique, well-chosen details, and well-structured event sequences.</p>		
<p>CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 ons</p> <p>CSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p style="text-align: center;"><b>Acquisition</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Stylistic techniques such as dialogue, dialect, diction, point of view, setting, tone, figurative language, imagery to convey meaning</li> <li>● The author’s purpose</li> <li>● Themes found in a memoir</li> <li>● Elements of personal narrative</li> <li>● Brainstorming, drafting, revising, and editing</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Define and identify (dialogue, dialect, diction, point of view, tone, figurative language, imagery).</li> <li>● Explain (how techniques convey meaning and tone).</li> <li>● Determine (one or two themes of a memoir)</li> <li>● Analyze and evaluate (impact of dialogue, dialect, diction, point of view, tone, figurative language, imagery on meaning and tone).</li> <li>● Compose (a narrative)</li> </ul>

**Stage 2 – Evidence**

<b>Code</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
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<p>T</p> <p>T, M</p> <p>A</p> <p>M, A</p>	<p>The chapter's plot is engaging;</p> <p>Research information and the use of narrative techniques are insightful and comprehensive;</p> <p>The chapter uses correct conventions, formatting, and MLA style;</p> <p>Student uses appropriate strategies of the writing process (Brainstorming, drafting, revising, and editing)</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <ul style="list-style-type: none"> <li>● Goal/challenge- <b>Write a chapter that employs the mentor text's stylistic choices and extends the mentor text's meaning.</b></li> <li>● Role for student  <p>Choose the point of view of one character in the memoir. Review the original memoir for your character's voice, personality, and primary goals.</p> </li> <li>● Audience for student work  <p>The audience are the readers of the memoir. They may be your classmates who have read the memoir, or new readers who will read the novel with your chapter included</p> </li> <li>● Situation - applicable to real world  <p>Research one of the topics or themes explored in the memoir. In your chapter, use the new incorporate new information found in your research.</p> </li> <li>● Products and performances generated by student  <p>Write a 3 to 4 page chapter that has a clear plot (exposition, rising action, climax, falling action and resolution). Your chapter must have a protagonist and an antagonist and a conflict that is resolved in some fashion by the chapter's end.</p> <p>Include 3-5 stylistic techniques such as dialogue, dialect, diction, point of view, setting, tone, figurative language, and</p> </li> </ul>
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		<p>imagery.</p> <p>Outline of the research about a key topic from the mentor text that will be integrated into the new chapter</p> <p>The chapter must also include properly formatted and punctuated dialogue.</p> <ul style="list-style-type: none"><li>● Standards/criteria for judging success A well-written and well-supported chapter that includes purposeful narrative techniques and research information.</li></ul>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Class discussion, informal and formal writing assignments, oral presentations (debates, role playing, speeches), guided reading, graphic organizers, quizzes.</p>

Code		
	<b>Pre-Assessment</b>	
	<p>To elicit prior knowledge, students will name figures that they admire (family members, historical figures, contemporary figures) and discuss how these individuals would choose to share their stories. Students will identify different purposes of a memoir.</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Throughout the course of the unit students will participate in the following activities:</p>	<p>Progress Monitoring</p>
M	<p>1. At the beginning of the unit students will watch a high interest personal story to elicit prior knowledge and to hook students into examining a purpose of a personal narrative (e.g. Mt. Everest expedition climber).</p>	<p>Class discussion</p>
M	<p>2. Reading Assignments:</p> <ul style="list-style-type: none"> <li>○ The class will study a mentor text to closely analyze the author's stylistic choices and their impact on the purpose.</li> <li>○ Simultaneously, students will select a memoir to study independently.</li> </ul>	
M, A	<p>3. Vocabulary from the selected memoirs will be introduced through Vocabulary.com lists, which students will study and apply in new situations (e.g. a character interior monologue including the vocabulary words).</p>	<p>Vocabulary notes Vocabulary written application</p>
M	<p>4. During the reading, students will keep annotations using a format assigned by the teacher or of their</p>	<p>Reading annotations/notes</p>

<p>T, M, A</p>	<p>choice, such as Cornell notes, dialectical journal, QAR questioning strategies.</p> <p>5. Classroom discussion: Students will participate in classroom discussions based on the following concepts:</p> <ul style="list-style-type: none"> <li>○ Elements of a personal narrative, such as dialogue, dialect, diction, point of view, tone, figurative language, imagery on meaning and tone.</li> </ul>	<p>Class discussion Close reading</p>
<p>T, M</p>	<p>6. Working with a partner or cooperative groups, students create a hypothetical skit to give advice about the main character's central conflict. The skit will demonstrate the use of 3-5 narrative techniques in imitation of the original text. The class will serve as audience and peer-assess the effectiveness of the narrative techniques.</p> <p>7. Mini lesson on narrative writing techniques.</p> <ul style="list-style-type: none"> <li>a) "I do" The teacher will model a few examples as a scaffold of how unique stylistic features help convey the author's voice and purpose (such as point of view, irony, sentence structure, direct speech, repetition, vivid language that appeals to the senses).</li> <li>b) "You do." Working in small groups, students will identify a range of narrative techniques in the mentor text and the cooperative groups will independently find new techniques and explain how they function in the text.</li> <li>c) "We do." Students will independently practice applying a variety of stylistic techniques in their own writing while the teacher will confer one-on-one to offer more guidance as they compose their own narratives.</li> </ul>	<p>Skit performance Peer evaluation Students conferencing</p> <p>Writing instruction Learning with mentors</p> <p>One-on-one conferencing</p>

SUGGESTED READINGS

“Dinner Guest: Me,” Langston Hughes  
I Know Why the Caged Bird Sings, Maya Angelou  
First Muse, Julia Alvarez  
Caribe in Nueva York, Nathalie Handal  
Identity Card, Mahmoud Darwish  
The Best American Essays  
The Guardian Angels, Gary Soto  
Mother Tongue, Amy Tan  
The Drama Bug, David Sedaris  
No Name Woman, Maxine Hong Kingston  
Once More to the Lake, E.B. White  
Charles, Shirley Jackson  
Shooting an Elephant, George Orwell  
Confessions of a Knife, Richard Selzer  
The Night of Oranges, Flavius Stan  
You Should Have Been a Boy, Elizabeth Cady Stanton  
The Good Daughter, Caroline Hwang  
The Hip Plumber, James Houston  
*Out of Africa*  
*The Glass Castle*

Unit 3: Diversity in Conflict

Stage 1 Desired Results Diversity in Conflict		
ESTABLISHED GOALS	<b>Transfer</b>	
<p>CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Analyze the theme of diversity in conflict in literature. Evaluate how prejudice and discrimination contribute to both personal and societal conflict.</p>	
	<b>Meaning</b>	
<p>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.)</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Diversity conflicts can have destructive outcomes for the individual and society.</p> <p>Rebellion may be one of the responses to conflicting diverse identities values and beliefs.</p> <p>Literature raises awareness of diversity.</p> <p>When people are conscious of their own biases, they can be more tolerant in interpreting other's differences.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>What happens when diverse identities intersect?</p> <p>How does one reconcile conflicting values and beliefs?</p> <p>How is literature a vehicle towards greater tolerance?</p> <p>How do people's values and biases color their interpretations of other diverse and people?</p>
<p>CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development,</p>	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

<p>organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 ons</p> <p>CSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Theme of diversity and conflict</li> <li>● Elements of diversity (religion, race, values, education, family, social organization)</li> <li>● Causes and effects of diversity cultural conflict</li> <li>● Personal biases</li> <li>● Stage, stage directions, dialogue, actors' gestures, expressions, and body language</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze</li> <li>● Compare and contrast</li> <li>● Evaluate</li> <li>● Examine</li> <li>● Know</li> </ul>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M	The video and editorial convey a persuasive central idea. The content is school appropriate.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
T, M	The video and editorial are persuasive in promoting greater cultural tolerance.	GRASPS Goal/challenge-- <b>Create a 4 minute video clip that illustrates a discrimination scenario. Write an opinion editorial about personal bias coloring one's interpretation of someone different.</b>
A	The editorial uses correct conventions, formatting, and MLA style;	Role for student-- Writer of an op-ed.
M, A	The video is thoughtfully conceived and crafted with clear audio and visual effects	Audience for student work--classmates, school, and local community.
M, A	Student uses appropriate strategies of the writing process (Brainstorming, drafting, revising, and editing)	<p>Situation--Choose a discrimination scenario to reenact in a video clip. Scenarios may include incidents from school, the media, new papers, home life, movies, and literature.</p> <p>Products and performances generated by student--Editorial and video</p> <ul style="list-style-type: none"> <li>● Create a 3-4 minute video. The video will present an example of culture shock from real life. Research a specific diverse custom to include in the video clip.</li> <li>● Write a 2 page editorial that 1) describes the interaction in the video; 2) explains how bias played a role in the culture shock interaction; and 3) argue how readers may reflect about own biases and ways to overcome them.</li> </ul> <p>Standards/criteria for judging success</p> <ul style="list-style-type: none"> <li>● A clear and well-produced video.</li> </ul>

		<ul style="list-style-type: none"> <li>• A well-written and well-supported editorial.</li> </ul> <p>Standards/criteria for judging success--</p>
		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Class discussion, informal and formal writing assignments, oral presentations (debates, role playing, speeches), guided reading, graphic organizers, quizzes.</p>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>To elicit prior knowledge about diversity conflicts in daily life, students will critique examples of current events or a short video that depicts a discriminatory incident. Essential questions will be introduced to hook students' interest:</p> <ul style="list-style-type: none"> <li>● How do people's values and biases color their interpretations of other diverse groups and people?</li> <li>● What happens when diverse backgrounds intersect?</li> </ul>	
T, M, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Throughout the course of the unit students will participate in the following activities:</p>	
M, A	<ol style="list-style-type: none"> <li>1. Literature Circles Discussion: Students will read a selected novel and conduct literature circle study:                             <ul style="list-style-type: none"> <li>○ How does the protagonist reconcile conflicting diverse values and beliefs?</li> <li>○ How do characters' values and biases color their interpretations of other diverse groups and people?</li> <li>○ How is literature a vehicle towards greater tolerance of diversity?</li> </ul> </li> </ol>	<p>Active reading strategies (literature circles, questioning, note taking, graphic organizers, guided reading, short writing prompts)</p>
T, A	<ol style="list-style-type: none"> <li>2. Opinion editorial mentor text: In preparation for writing their own op-ed final assessment, students will analyze the components of an editorial such as:                             <ul style="list-style-type: none"> <li>○ Identify the author's claim;</li> <li>○ Identify the type of evidence provided;</li> <li>○ Determine the author's biases on the subject.</li> </ul> </li> </ol>	<p>Writing instruction Conferencing with students</p>
	<ol style="list-style-type: none"> <li>3. Teacher will confer with students in small groups to discuss mentor texts and methods of writing through</li> </ol>	<p>Group collaboration</p>

	<p>the literature circle model.</p> <p>4. Students will model video production techniques in small groups.</p> <p>SUGGESTED READINGS</p> <p>White Privilege, Peggy McIntosh</p> <p>“Ain’t I a Woman,” Sojourner Truth</p> <p>Selected poems:</p> <p>Langston Hughes</p> <p>Maya Angelou</p> <p>Rita Dove</p> <p>Gwendolyn Brooks</p> <p>Then Came the War, Yuri Kochiyama</p> <p>Defining Racism: Can We Talk? Beverly Daniel Tatum</p> <p>Internalized Racism, Keith Osajima</p> <p>Three Fifths Compromise: the U.S. Constitution, Article 1, section 2</p> <p>The Ethics of Living Jim Crow: An Autobiographical Sketch, Richard Wright</p> <p><i>Ceremony</i></p> <p><i>House on Mango Street</i></p> <p><i>Passing</i></p> <p><i>Snows Falling on Cedars</i></p> <p><i>The Good Earth</i></p> <p><i>The Kitchen God’s Wife</i></p> <p><i>The Kite Runner</i></p>	
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Unit 4: Tolerance of Diversity

**Stage 1 Desired Results  
Tolerance of Diversity**

ESTABLISHED GOALS	<b>Transfer</b>	
<p>CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Write to promote social tolerance. Read and interpret a graphic novel. Create a graphic novel to represent a diverse point of view.</p>	
<p>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.)</p>	<b>Meaning</b>	<b>Meaning</b>
<p>CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the</p>	<b>Acquisition</b>	<b>Acquisition</b>
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Readers of graphic novels, treat written information and visuals as “text.”</p> <p>Writing narratives with moments of societal conflict and resolution to promote social tolerance.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <p>How do you read a graphic novel?</p> <p>How does writing promote social tolerance?</p>
	<p><i>Students will know...</i></p> <p>Literary elements such as protagonist, antagonist, conflict, point of view, flashbacks, foreshadowing, and metaphor.</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Analyze</li> </ul>

<p>choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>CCSS.ELA-LITERACY.W.11-12.4 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 ons</p> <p>CSS.ELA-LITERACY.SL.11-12.1.D .D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>Theme of social tolerance</p> <p>Elements of visual narratives</p> <p>Panels, word balloons, sound effects, motion lines, narration, and background colors</p> <p>Images can be used to relay complex messages</p>	<ul style="list-style-type: none"> <li>● Interpret</li> <li>● Identify</li> <li>● Know</li>   <li>● Compare and contrast</li> </ul>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M	Writing portfolio effectively conveys a diverse point of view and persuades readers to be more culturally tolerant.	GRASPS Goal/challenge -
M, A	Stylistic techniques are appropriately implemented in writing pieces.	<ul style="list-style-type: none"> <li>● Goal/challenge- <b>Create an online writing portfolio that highlights one’s individual voice. Write a reflection letter that analyzes the author’s growth in writing with voice.</b></li> </ul>
T, M	Reflection insightfully addresses development in author’s voice.	<ul style="list-style-type: none"> <li>● Role for student</li> </ul>
T, A	Student uses appropriate strategies of the writing process (Brainstorming, drafting, revising, and editing)	<p>A writer with a diverse body of developing work</p> <ul style="list-style-type: none"> <li>● Audience for student work</li> </ul> <p>Writing community, readers</p> <ul style="list-style-type: none"> <li>● Situation - applicable to real world Author reflecting on their writing process, successes, and future goals for their written body of work.</li> <li>● Products and performances generated by student</li> </ul> <p>Create a writing portfolio containing a diverse body of work, including: poems, graphic narratives, analytical writing, and/or digital projects that were written for the Diverse Voices course.</p> <p>Write a two page reflection letter that evaluates the development of the writer’s personal voice.</p> <ul style="list-style-type: none"> <li>● Standards/criteria for judging success</li> </ul>

		An organized portfolio that contains a diverse body of written work and a reflection letter that evaluates the development of the writer's voice by using evidence found in the portfolio.
		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>  Class discussion, informal and formal writing assignments, oral presentations (debates, role playing, speeches), guided reading, graphic organizers, quizzes.

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>Students will brainstorm the necessary conditions in a more tolerant society. Students will write 2-3 reasons for the lack of tolerance in our current society. Then, students will answer the following question: What do you think each individual could do to help create a more accepting society?</p>	
M	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ol style="list-style-type: none"> <li>The teacher models analysis of a visual text in the graphic novel like <i>The Arrival</i> by Shaun Tan. In small groups, students discuss each photograph by answering these questions: <i>What do you see in the photograph? What does the photograph make you think? What does the photograph make you wonder about? Why doesn't the photograph use text? How would you add text to the graphic novel?</i></li> </ol>	<p>Progress Monitoring</p> <p>Notetaking of graphic novel techniques</p>
M, A	<ol style="list-style-type: none"> <li>Students will read excerpts of <i>99 Ways to Tell A Story</i> independently and apply the skills of analyzing a visual text such as:                             <ul style="list-style-type: none"> <li>Analyze visuals and visual storytelling in graphic novels</li> <li>Elements of graphic novels such as panels, word balloons, sound effects, motion lines, narration, and background colors</li> <li>Visual representations of literary elements such as protagonist, antagonist, conflict, point of view, flashbacks, foreshadowing, and metaphor</li> </ul> </li> </ol>	<p>Close reading of visual storytelling techniques</p>
A	<ol style="list-style-type: none"> <li>Students will choose two different stories from the anthology to compare and contrast and</li> </ol>	<p>Active reading strategies (e.g. annotations)</p>
T, M, A		

<p>T, A</p> <p>T, M</p>	<p>explain how each visually expresses a different perspective and voice</p> <ul style="list-style-type: none"> <li>○ Students will practice writing a comic from two different perspectives</li> </ul> <p>3. As a class read excerpts from <i>Spoon River Anthology</i> and create a class anthology</p> <ul style="list-style-type: none"> <li>○ Analyze language and language use</li> <li>○ Search, define, and discuss slang and idioms</li> <li>○ Compare and contrast historically used and contemporary slang and idioms</li> <li>○ Search for, define, and discuss the book's use of idioms, hyperbole, and simile to better express opinions, feelings, and cultural expressions.</li> <li>○ Students will collaborate as a class to create an anthology of poems and drawings inspired by <i>Spoon River Anthology</i>.</li> <li>○ Each student will practice writing in a unique perspective and voice.</li> </ul> <p>4. As a class students will participate in a Socratic Seminar where they will</p> <ul style="list-style-type: none"> <li>○ Reflect on their experience of reading different genres, understanding of visual expression, and the social issues addressed in the text.</li> <li>○ Discuss how to address social tolerance through writing</li> <li>○ Discuss how to write using personal voice</li> </ul> <p>5. Students will use their understanding of perspective and voice to explore a genre of their own and create a piece with a social tolerance theme.</p> <ul style="list-style-type: none"> <li>○ Students will select 2-3 mentor texts to analyze and study for elements of perspective, voice, stylistic choices, and form in text and visuals</li> <li>○ Students will brainstorm, draft, and produce a</li> </ul>	<p>Close reading of text Poem</p> <p>Active listening and speaking</p> <p>Close reading notes</p>
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	<p>creative piece implementing stylistic choices, perspective, and voice</p> <ul style="list-style-type: none"> <li>○ Students will share their creative piece with the class</li> </ul> <p>SUGGESTED READINGS</p> <p><i>Smoke Signals</i></p> <p><i>I Belong to This</i></p> <p><i>Goodman, Allegra</i></p> <p><i>The Arab Woman and I</i></p> <p><i>The Myth of the Model Minority</i></p> <p><i>How Jews Became White Folks</i></p> <p><i>Muslim-American Running Back off the Team at New Mexico State</i></p> <p><i>Short Fiction: Classic and Contemporary</i></p> <p><i>99 Ways to Tell a Story: Exercises in Style</i></p> <p><i>The Arrival, Shaun Tan</i></p>	<p>Written Draft</p> <p>Presentation</p>
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