Isabel Forward

11th Grade American Literature

Mini-Unit Curriculum Map

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| **Mini-Unit Curriculum Map: Introduction to the American Identity** | | | | | |
|  | **Content or topic**  *(List the concepts, people, texts, to be discussed in the lesson)* | **Objectives**    By the end of this lesson, the students should be able to… | **Methods**  *(List the instructional strategies and/or materials you plan to use in teaching this lesson.)* | **Assessment**  *(List the varied ways in which you will assess student learning throughout the lesson.)* | **Homework**  *(Indicate if any homework will be assigned on this day.)* |
|  | Class Introduction | a).Know one another's names  b) Understand the Community Guidelines  c) Have clear expectations for the semester | Introductions/Class Expectations, Mini Presentation  Community Guidelines, Mini-Lecture  Explanation of sensitive content and resources | Ice Breaker/Name Game  Exit Ticket: One thing student is excited for, one thing student is nervous about, one question, and any notes they think are necessary | The assignment from the first class is an ungraded, one-page statement answering the prompt “What does it mean to be an American?” Students are permitted to use first-person and personal narrative accounts, but they are also encouraged to bring in understandings of America learned from other courses. |
| **1** | Introduction to Origins of American Literature | a).Deconstruct power structures in language using a critical lens.  b) Analyze how tone, subjectivity, and sentence structure influence a text.  c) Put texts in conversation with one another in order to foster a new, original, perspective. | “Language, Power, and American Identity,” Mini Lecture  *An Indigenous Peoples’ History of the United States*, Roxanne Dunbar-Ortiz  *The Declaration of Independence,* Excerpts  Chimamanda Adichie, “The Danger of a Single Story” (Time Permitting) | Diagnostic Assessment: “What does it mean to be an American?”  Formative Assessment: Groups and partner pairings share out questions regarding language and power.  Summative Assessment: Contemporary News Article Language Analysis | Contemporary News Article Language Analysis: Select a contemporary American news article. Print out the article and annotate, highlighting potential words suggesting the author’s attitude or tone. Write a response to the questions: How does the author’s language reflect their understanding of the issue? How does this translate into the reader’s perception of the event? Responses should be about a ½ page, double-spaced. |
| **2** | Visual Representations of America | a).Understand how language choices construct who constitutes as American.  b) Analyze how to read visuals (maps) as representations of power | “Reading Between the Lines” Mini-Lecture  “Logo Map,” *How to Hide an Empire*, Daniel Immerwahr  [“How America Became a Superpower,” Vox.](https://www.youtube.com/watch?v=BShvYeyMm_Y)  “Infamy” Speech, Franklin Delano Roosevelt | Diagnostic Assessment: Draw where you’re from on a map → Share out what informs these decisions.  Formative Assessment: Groups and partner pairings share out questions regarding language in Immerwahr speech  Summative Assessment: American Image Analysis | American Image Analysis: Teacher hands out selection of images throughout American history with captions. Research for background is encouraged. Students “read” the image and analyze in ½ page response, double-spaced. They will present their image and analysis in class. |
| **3** | Old + New: Conversations between Civil Rights Activists | a).Read older and contemporary texts in conversation with one another  b) Compare and contrast historical and contemporary issues | “I Have a Dream,” Dr. Martin Luther King Jr.  “We Need to Talk about an Injustice,” TED Talk, Bryan Stevenson  *The New Jim Crow* Excerpts, Michelle Alexander | Diagnostic Assessment:  Journal Entry, “When you were younger, what did you want to be when you grew up? How did the people around you influence this vision?”  Formative Assessment:  Groups and Partners share out with discussion points surrounding comparisons/contrasts of MLK & Bryan Stevenson  Summative Assessment:  Rewrite a portion of Dr. Martin Luther King’s speech to address contemporary issues of racism and segregation, as highlighted by Michelle Alexander and Bryan Stevenson. Use at least three of the literary devices present in his speech. | Look on social media outlets for trending hashtags. Bring in one hashtag and explain what significance it has. |
| **4** | Reading Contemporary Texts | a).Read hashtags used in tweets, and Facebook posts through a critical lens  b) Recognize the role of social media literacies in social movements  c) Discern positive and negative aspects of social media as a mode of communication and identity construction | #NotYourCostume, Selected Tweets  #BlackLivesMatter, Selected Tweets  #MeToo, Selected Tweets  #WhatLatinosLookLike, Selected Tweets | Diagnostic Assessment:  Teacher asks students to share the hashtags they found and writes them on the board. The teacher follows up by asking what the purpose of the hashtag is: Advertising? Industry? Activism? Trend?    Formative Assessment: Students are divided into four groups of three, and independently research one of the hashtags provided using the chart as a guide. They present their findings to the class.  Summative Assessment:  Create social media campaign and hashtag for contemporary social issue using “campaign design” sheet. | Students begin Angie Thomas’s *The Hate U Give* for next unit.  Students watch *black-ish* episode, “Feminisn’t.” |
| **5** | American Intersectional Identities | a).Recognize how differing identities shape the American experience  b) Look at identities in conversation with one another rather than in isolation | “Intersectional Identities,” Mini-Lecture  [Girlfriends reunion episode of ABC's black-ish](https://www.bustle.com/p/the-girlfriends-reunion-on-black-ish-already-has-tracee-ellis-ross-twitter-screaming-video-18750714), [titled "Feminisn't,"](https://www.bustle.com/p/the-girlfriends-reunion-on-black-ish-already-has-tracee-ellis-ross-twitter-screaming-video-18750714)  “In Search of Our Mothers’ Gardens,” Alice Walker | Diagnostic Assessment: Think-Pair-Share with journals: Students journal, “What is one thing that you learned from the *black-ish* episode?” Continue to share with one another and share out to the class.  Formative Assessment:  Engage in discussion surrounding Alice Walker’s “In Search of Our Mothers Gardens”  Summative Assessment: Intersectional Identity Map | Students complete intersectional identity maps at home, to whatever degree they feel comfortable. Students will share as desired, with discussion about the different categories they selected and why. |
| **Unit Summative Assessment: What does it mean to be American? Using at least one visual and one text from this unit, write a 3-5 page engaging in a close reading with the materials that illuminates the significance of the American identity.** | | | | | |