

**HS Scope and Sequence**

**Course Overview: 10th Grade English - *The American Dream***

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| **Teacher: Sarah Koppelkam Year: 2020/2021** | |
| **Course Enduring Understandings:**   * There are no simple answers to questions about what it means to be American or the factors that influence the dreams we have for our lives. Students should grapple with these questions as they study each text that we read, and as they unpack the beliefs of each author, they should evaluate how those beliefs square with their own. They should also consider how their own culture, history, and experiences have impacted their perceptions of themselves and their place in American society. * American Literature has historically had a profound effect on how we understand and enact American values. Students should be able to make connections between their understanding of America today, and themes from the “classics” we will read in this course. * Students should understand that, as readers, they must read closely, considering how authors structure their writing, why they choose one word over another, and how each choice shapes the intended impact on readers. Then, as writers, students should try out imitating and replicating techniques they see in other authors’ writing as they search to find their own voice and story. | **Course Essential Question:**   * What does it mean to be American? What factors shape our understanding of ourselves, our place in this country, and the dreams we have for our lives? * Is the American Dream possible for all people? What impact do race, class, and gender have on one’s ability to live the American Dream? Who is included in the American Dream, and who isn’t? * How do stories about America affect our perceptions and our experiences? |
| **Course Mission Statement/North Star:**   * Write a well-structured, fluid 4-5 page essay that sustains a clear argument about the author’s purpose in a novel or play. Students should be able to write introductions that seamlessly lead into their thesis statements, begin each paragraph with claims that include transitions, set up evidence appropriately, analyze specific word choice and the big picture, and conclude with a paragraph that offers reflection and analysis, not just re-statement. Analytical writing should, as much as possible, involve an authentic prompt with a clear audience, process wherein students collaborate and offer each other feedback on writing, and student choice for finding a topic engaging/relevant to them. * Write a well-structured 5,000 character (about 2 pages) narrative from either the 1st-person or 3-person perspective, as appropriate. Students should be able to develop a fitting narrative voice, use showing details to create vivid descriptions of setting and characters, and incorporate dialogue. If necessary, students should be able to anchor their narratives in (and include) the most important details from an outside text. Narrative writing should, as much as possible, allow for student choice, process wherein students collaborate and offer each other feedback on writing, and opportunities for presenting excerpts of their work in a public or published setting. * Use all of the grammatical structures we study in their own writing, whether it is argumentative or narrative. * Give a 2-3 minute oral presentation on an authentic topic relevant to students’ lives that makes an argument and supports it with anecdotes and textual evidence. Students should be comfortable projecting their voices, making eye contact, and speaking in front of an audience. * Participate in seminars that are both teacher-facilitated and student-facilitated. Students should be able to form opinions, respond to ideas of their classmates, and unpack specific language in a text and specific choices authors make. * Collaborate with peers on complex tasks and projects that require problem-solving, close engagement with text, and incorporation of technology, building 21st-century skills | |
| **What are your grade level SEL Skills?**  Developing self-awareness and self-management   * Analyze how thoughts and emotions affect decision making and responsible behavior * Generate ways to develop more positive attitudes * Set priorities on building on strengths and identify areas of improvement * ANalyze how positive adult role models and support systems contribute to school and life success * Identify strategies to make use of resources and overcome obstacles to achieve goals * Apply strategies to overcome obstacles to goal achievement   Using social-awareness and interpersonal skills to establish and maintain positive relationships   * Analyze similarities and differences between one’s own and others’ perspectives * Use conversation skills to understand others’ feelings and perspectives * Analyze the origins and negative effects of stereotyping and prejudice * Demonstrate respect for individuals from different social and cultural groups * Evaluate the effects of requests support from and providing support to others * Evaluate one’s contribution in groups as a member and leader * Analyze how listening and talking accurately help in resolving conflicts * Analyze how conflict-resolution skills contribute to work within a group   Demonstrating decision-making skills and responsible behaviors in personal, school, and community contexts   * Demonstrate personal responsibility in making ethical decisions * Evaluate how social norms and expectations of authority influence personal decisions and actions * Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions * Apply decision-making skills to establish responsible social and work relationships * Plan, implement and evaluate one’s participation in activities and organization that improve school climate * Plan, implement, and evaluate one’s participation in a group effort to contribute to one’s local community | |
| **Final Assessment:**   * The final assessment will ask students to:   + Ahead of time, prepare a study guide they are allowed to use during the exam where they write down 2-3 key quotes from each of the texts read this year, knowing that they will be writing about the American Dream on their final   + Read and annotate a previously unseen text   + Discuss it in a seminar format   + Produce an essay involving the evidence from the new text and two of the course readings, answering a question (or choosing from a menu) that goes back to the course essential questions about the American dream, who is or isn’t American, or what traits are quintessentially American | |

**Pacing Guide – Purpose: Purposefully plan & pace toward course north star/mission**

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| **Unit #** | **Content** | **Major Writing Assignment** | **Major Deeper Learning Project** | **Approx. Length** | **Notes** |
| 1 | Summer Reading Debrief | PROCESS WRITING: Revise summer reading analytical writing to create strong final draft | First seminar | 3 weeks | * Areas of focus:   + Setting norms, values, and expectations for a community of learners   + Building towards first seminar   + Revising summer reading analytical writing to create a strong final draft and create a culture of drafting / feedback / revising work   + Class close reads of “America to Me”; “I Hear America Singing”; “I Too Sing America”, “my president”, This is America, Janelle Monae |
| 2 | Class and the American Dream and *The Great Gatsby* | NARRATIVE: Writing a first person POV from a few choices (focused on economic inequality) | Multimedia group policy presentation to Boston officials (including research and economic inequality) | 7 weeks | * Added weeks to this unit for more room for shorter supplemental texts about income equality and the deeper learning multimedia presentation project |
| 3 | The American Dream and Race: August Wilson | ESSAY: Theme essay | August Wilson Monologues | 7 weeks |  |
| 4 | Satirizing America | CREATIVE: Satirical news article | Assemble a satirical newspaper / website | 4 weeks |  |
| 5 | The American Dream and Race: *The Bluest Eye* | ESSAY: Beauty compare/contrast essay | Talk show | 6 weeks |  |
| 6 | Bringing Together All of Our Themes: *Their Eyes Were Watching God* | ESSAY: Two/Three text essay | Choice projects summing up the themes for the year | 5 weeks | * This unit sums up learning for the year by asking students to look at *TEWWG* through the lenses they have honed in previous units (race, class, gender) * All daily work, seminars, writing prompts should be about connections between this text and others * This unit will likely spill over into “final exam review time” which is okay because the projects and prompts for this unit are themselves reviewing the past texts and skills from the whole school year |
|  |  |  |  | TOTAL: 32 weeks planned content + 3 weeks for finals / wrap up + 3 weeks for flexibility |  |

Unit Overview

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| **Unit 1 / Summer Reading Debrief** | **Duration: 3 weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*   * Being a part of a community of learners means agreeing on what norms and values will set us up for success, and sticking to them * Good writing always requires revising * To do well in an academic discussion, we must prepare, use evidence, and listen to others | **Essential Question(s):**  *What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?*   * How does someone get onto their “next track”? * What steps and strategies in the revision process can strengthen a piece of writing? * What do I have to do to be a part of a great academic discussion | |
| **Acquisition** | | |
| **Content Standards:** *(CCSS, State, national, AP)*   * READING LITERATURE:   + RL1: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text. * WRITING:   + W1: Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   + W5: 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. * SPEAKING/LISTENING:   + SL1: . Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*  SWBAT:   * Engage in the first seminar of the year, building on each others’ ideas and using evidence effectively to discuss * Revise their analytical writing, giving and listening to feedback, to create an excellent final draft * Close read poems to begin forming a definition of the American dream and engage with course themes * Discuss norms and expectations as a class to start creating a community of learners |

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| **Unit 2 / Class and the American Dream and *The Great Gatsby*** | **Duration: 7 weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*   * Students should understand that despite Gatsby’s immense wealth, he has not achieved the American Dream. However, students should also be careful to avoid the misconception that Gatsby hasn’t achieved the American Dream because he doesn’t have Daisy’s love; Fitzgerald does not argue that love is the missing piece of the American Dream. Rather, they should understand that his inability to win back Daisy’s love is symbolic of his inability to gain access and acceptance into East Egg’s old money. Fitzgerald seems to admire the American ability to dream, yet criticize the way greed has distorted that dream from the original one of the Dutch sailors with their “capacity for wonder” into a self-centered, greedy pursuit of money. * Nick warns Gatsby that “you can’t repeat the past,” but Gatsby refuses to listen to him, convinced that he can recreate the same romance he used to have with Daisy, but ignorant of the fact that Tom and her daughter Pammy make that impossible. At the same time, Gatsby is obsessed with his dream of a future with Daisy, a dream he has been adding to “with every bright feather that drifted his way.” So, Gatsby’s problem is a bit of both – but in the end, one that all dreamers face. This idea is captured in Nick’s final lines, which suggest that as we try to achieve our dreams we are simultaneously trying to leave behind our past, and also bring to life a dream our past selves invented, a dream that is usually rooted in our past experience. So, like Gatsby, we are all constantly “beat[ing] on” and being “borne back” at the same time. | **Essential Question(s):**  *What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?*   * Economic and Social Classes:   + Has Gatsby achieved the American Dream?   + How is Gatsby’s love of Daisy connected to the American Dream?   + What are Fitzgerald’s criticisms of the concept of the American Dream? * Memory and the Past:   + Is Gatsby’s main problem that he can’t let go of the past or that he can’t let go of his hope for the future?   + In the last line of the book, Nick says that we are all “borne back ceaselessly into the past.” What does this mean?   + What is Fitzgerald’s comment about how we should all handle the passage of time? | |
| **Acquisition** | | |
| **Content Standards:** *(CCSS, State, national, AP)*   * READING LITERATURE:   + RL1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.   + RL2: 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; provide an objective summary of a text.   + RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.   + RL4: Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.   + RL6: Analyze a case in which a character’s point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature. * WRITING:   + W3: Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.   + W5: 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. * SPEAKING/LISTENING:   + SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. * LANGUAGE   + L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.   + a. Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns. | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*  SWBAT:   * show evidence that they can find both explicit evidence (what characters say and do) and implicit evidence (paying attention to diction, character description, and symbolism) * link themes all back to The American Dream * Analyze Fitzgerald’s opinion of the American Dream, drawing on important details such as Gatsby’s failed quest to win Daisy’s love, Nick’s reflections on the other characters, descriptions of the Valley of Ashes and Doctor T.J. Eckleburg’s eyes, etc. * Interpret Nick’s frustration with money, greed, and the American Dream; understand why Nick chooses to leave New York, why Nick still admires Gatsby despite his disgust with the world Gatsby wanted to be part of * Engage in Seminars * Create a narrative piece which takes on a first person perspective of a character from *The Great Gatsby* and explains how they interpret a specific moment in the story * Work with a group to create a multimedia presentation offering a way to reduce economic inequality in Boston, incorporating learning from *The Great Gatsby* and supplementary texts about the impact of money on the American dream |

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| **Unit 3 / The American Dream and Race: August Wilson** | **Duration: 7 weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*   * In his Century Cycle, August Wilson hoped to capture something essential about being black in America through each decade of the 20th century. He believed that the everyday lives of black Americans were worth honoring and celebrating, in both their successes and their pain. * The characters in each play we will read look forward, but also look back into their past and the larger history of black Americans. The characters struggle to varying degrees in moving on from their pasts. | **Essential Question(s):**  *What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?*   * In *Ma Rainey’s Black Bottom*, how do the band members each respond to the challenges African Americans dealt with in the 1920s? In *Fences*, how does Troy respond to the challenges African Americans dealt with in the 1950s? In each play, what is Wilson trying to capture about what it is like to be black in America at that time? * What keeps characters in each story from achieving the American Dream? In *Ma Rainey’s Black Bottom*, how do white characters obstruct the band members’ access to social mobility? In *Fences*, how does Troy’s past restrict his ability to freely support his son? *,* * What is it like to be black in America today? What has changed since the time of *Ma Rainey’s Black Bottom* and *Fences*, and what has stayed the same? * How can the process of acting out monologues help us better understand the experience of the characters in these plays? | |
| **Acquisition** | | |
| **Content Standards:** *(CCSS, State, national, AP)*   * READING LITERATURE:   + RL2: 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; provide an objective summary of a text.   + RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.   + RL6: Analyze a case in which a character’s point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature. * READING INFORMATIONAL: * WRITING: * SPEAKING/LISTENING:   + SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. * LANGUAGE:   + L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.     - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.     - b. Use a colon to introduce a list or quotation | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*  Students will be skilled at:   * Connecting the themes of each play to larger themes of race and the American Dream * Distinguishing different themes between the two plays * Understanding how Wilson’s ten plays fit together in a larger sequence and set of themes * Deeply empathize with and embody the characters whose monologues they will read and perform * Analyzing how folks of different races or classes experienced each time period differently (1920s vs. 1950s) * Utilizing performance skills to deliver monologues successfully * Correctly using semicolon/colon |

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| **Unit 4 / Satirizing America** | **Duration: 4 weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*   * Understanding what satire is and be able to recognize it * Students should practice and internalize the cognitive routine of analyzing satire by figuring out what is being satirized, what the greater point is, and what is gained when author chose satire rather than a direct critique * Students should be able to address an issue they see in their lives or society and create satire that points it out | **Essential Question(s):**  *What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?*   * What makes satires effective? * How does context affect our understanding of satire? * How can satire help people understand the truth of their culture or society? | |
| **Acquisition** | | |
| **Content Standards:** *(CCSS, State, national, AP)*   * READING LITERATURE:   + RL2: 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; provide an objective summary of a text.   + RL4: Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.   + RL6: Analyze a case in which a character’s point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature. * WRITING:   + W2: Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   + W6: Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*  SWBAT:   * Recognize satire, explain what is being satirized, and determine the author’s central idea on the topic they are satirizing * Speculate about an author’s purpose in creating the work of satire * Compare/contrast satire in multiple forms of media (videos, web content, literature) * Create their own satirical article critiquing a problem or injustice they see in their school, community, city, or country * Collaborate with peers to revise pieces and assemble the work of several writers into a satirical newspaper or website |

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| **Unit 5 / The American Dream and Race: *The Bluest Eye*** | **Duration: 6 weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*   * In this unit students will continue to investigate the thematic topic of race, focusing specifically on how societal influences such as racism impact the development of an individual’s sense of self. In her novel, The Bluest Eye, author Toni Morrison explores what she describes in her own words as “how something as grotesque as the demonization of an entire race could take root inside the most delicate member of society: a child; the most vulnerable member: a female” (Morrison, 210). The impact of racial stereotypes on the identity development of young black women and men plays a central role in both the novel and the paired texts. * In addition to racism and its impact on the individual and American society, students will also explore the additional thematic topics, symbols, and motifs that Morrison employs in the novel to convey her powerful message. * Thematic topics: racism, love, community, power, beauty * Motifs: seasons and nature, Dick and Jane story, color/whiteness, vision and seeing, cleanliness and dirtiness * Symbols: the house, blue (est) eye, marigolds/flowers/seeds * The role of authors as change agents in our society is a question that students will address towards the end of the unit, and by the time they complete the novel, students should be able to express in some way that through her novel, Morrison is commenting on the impact of notions of beauty and love (as defined by the culture of power) on black Americans. Specifically, through juxtaposing Claudia and Pecola’s lives, we see how a loving and supportive home can strengthen a child’s response to these pressures, while for the most vulnerable (Pecola) they can be devastating. * In the last unit, students read Fences by August Wilson and were introduced to the idea of authors as social commentators. Additionally, throughout the year, students have been asking how folks’ access to the American Dream is affected by identities such as race, class, gender, or ethnicity. This unit will return to both of those ideas. * During the unit, students will be asked to reflect on ideas of beauty and racism in a narrative essay, as well as continue to expand their analytical writing skills by incorporating two sources into an essay rather than just one. They will also have a unit test which will serve as a link between this unit and our next one on MCAS prep. | **Essential Question(s):**  *What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?*   * Social Norms: How do societal expectations about who we should or shouldn’t be affect both the individual and the larger community? How does conforming to social norms help or hurt ones access to power, privilege, and status (The American Dream)? * Beauty: What is beauty? Who determines what is beautiful? How are the answers similar/different for men and women? * Racism: What are the effects of racism on the individual? The community? What is Morrison saying about “racial self-hatred”? * Power: How do feelings of power/powerlessness impact the actions of individuals? What are the consequences for those individuals? For others? * Love: What is love? What impact does love, or lack of love, have on individuals (in particular, children)? * Community: How do we create environments of inclusion rather than exclusion? How do we build each other up rather than tear each other down? * Authors as Social Commentators: What is the author’s message about our society? What choices does she make that add particular power to her message? What techniques does an author use to create theme and convey his/her message? | |
| **Acquisition** | | |
| **Content Standards:** *(CCSS, State, national, AP)*   * READING LITERATURE:   + RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   + RL2: 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; provide an objective summary of the text.   + RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.   + RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).   + RL5: 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 such effects as mystery, tension, or surprise.   + RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). * WRITING:   + W1: Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. * SPEAKING/LISTENING:   + SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*  SWBAT:   * Engage in seminars examining themes, characters, choices, and symbols in the novel * Independently read a challenging text, including making inferences and learning necessary vocabulary to comprehend * Create a talk show that shows their mastery and understanding of the novel * Write an analytical essay examining the novel’s treatment of beauty, writing for a specific audience and purpose TBD |

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| **Unit 6 / Bringing Together All of Our Themes: *Their Eyes Were Watching God*** | **Duration: 5 weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*   * Janie is searching for two things: 1) a relationship that mirrors the harmony between the bee and the pear tree blossom (11); and 2) acceptance into a community that she is cut off from by her nanny, Logan, and Joe. Logan and Joe are searching for a relationship that heightens their own sense of masculinity, while Tea Cake, before he is bit by the rabid dog, seems to want a relationship more like the one Janie envisions (though he, at times, falls back on the demeaning, stereotypical gender norms that Logan and Joe adhere to). In the end, only Janie and Tea Cake are ever able to find themselves because they enter into a relationship that helps each discover who they want to be. * Hurston writes her novel in the Southern black dialect in order to celebrate the linguistic beauty of the culture she grew up in, and in order to give voice to a culture that often doesn’t have a voice. As Hurston writes in “How it Feels to be Colored Me,” she is not “tragically colored” and so focuses her work on celebrating the spirit and life of African Americans, rather than protesting against oppression. She balances the dialect with a more formal narrative voice in order to remind readers that the dialect is every bit as poetic and beautiful as the other voice with which she writes. In fact, the more formal voice often introduces long scenes of dialect. | **Essential Question(s):**  *What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?*   * What is Janie searching for throughout the novel? Is what she is searching for intrinsically linked to her race and her gender? What are her three husbands searching for in their lives? How are their searches for themselves connected to their gender? In the end, who is able to find themselves, and how? * What are the differences between Janie’s relationships to her three husbands? How do Janie’s relationships either help or hinder her sense of independence? Does Janie forge her own path in life, or is she too dependent on others? What does Hurston suggest about what the roles of men and women should be in a relationship? * Why does Hurston choose to write so much of her novel in Southern Black dialect? How does she balance these voices with a more formal narrative voice? Is her use of dialect celebratory or, as some have criticized, demeaning? | |
| **Acquisition** | | |
| **Content Standards:** *(CCSS, State, national, AP)*   * READING LITERATURE:   + RL2: 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; provide an objective summary of a text.   + RL4: Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. * WRITING:   + W10: 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. * SPEAKING/LISTENING:   + SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.   + SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*  SWBAT:   * Comprehend this complex text, including understanding Hurston’s use of dialect and looking at it though the lens of the American dream and the three areas of focus studied up to this point in the year (race, class, gender) * Complete a final project, choosing from several different modalities for how to show their learning, where they tie this text into the others read earlier in the year * Engage in seminars to make connections between this text and others previously studied |