



PISCATAWAY TOWNSHIP SCHOOLS

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ENGLISH I: PRE-LAW AND JUSTICE ACADEMY

Content Area: English I Pre-Law and Justice Academy H
Grade Span: Grade 9
Revised by: Cathline Tanis
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Approval date: 2019

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COURSE OVERVIEW

Description		
<p>Honors English I for the Law and Justice Academy is a five-credit course that is aligned with all Common Core reading; writing; speaking and listening; and language standards. An integration of the standards will be presented through the lens of the law with a focus on persistent, reasoned questioning; critical thinking; and analytical writing with an emphasis on law and justice. This course enables students to promote and develop a conviction for social justice.</p>		
Goals		
<ul style="list-style-type: none"> • Establish link between literature and social justice. • Close read source(s) by discussing, note taking, and summarizing to analyze the text(s) or video(s). • Compare and contrast life experiences of various authors. • Understand the author’s development of character identity within literature and how it reflects personal and societal identity in the real world. • Draw conclusions from the depiction and exposition of the lives of the characters and people within the literary works. • Utilize textual evidence to support arguments, respond to questions, and understand authors’ points of view. • Explore and understand various themes related to social justice discussed within the texts. • Apply understanding, knowledge, and skills of literary analysis essay writing. • Apply understanding, knowledge, and skills of narrative writing. • Research, evaluate, and annotate information and facts using scholarly sources. 		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Close Reading; Literary Analysis; Social Barriers: Past and Present (Short Stories)	about 9 Weeks
Unit 2	Justice and Injustice (Holocaust Memoir)	about 9 Weeks
Unit 3	Tolerance and Prejudice (Historical Novel)	about 9 Weeks
Unit 4	Silence and Sound (Historical Novel)	about 9 Weeks
Resources		
<p>Core Texts:</p> <ul style="list-style-type: none"> • Judith Ortiz Cofer’s short story “American History” • Alice Walker’s short story “Everyday Use” • Nancy Garden’s short story “Parents’ Night” • Chris Crutcher’s short story “A Brief Moment in the Life of Angus Bethune” • Jhumpa Lahiri’s short story “Once in a Lifetime” • Elie Wiesel’s memoir <i>Night</i> • Harper Lee’s novel <i>To Kill a Mockingbird</i> • Louise Erdrich’s novel <i>The Round House</i> • Non-fiction companion texts • Independent Reading 		

Suggested Resources:

- *Facing History and Ourselves* Curriculum Guides and Digital Library <https://www.facinghistory.org/>
- Commonlit.org
- Vocabulary.com
- Schoology
- NoRedInk.com
- New Jersey Student Learning Standards <https://www.state.nj.us/education/cccs/2016/ela/>

UNIT 1: Close Reading; Literary Analysis; Social Barriers (Short Stories)

Summary and Rationale	
<p>This unit will be used as a modeling unit that will explore and practice reading and writing skills students will be using throughout the school year. Short stories have been selected for reader engagement and scaffolding purposes. The selected short stories will engage the reader and utilize specific components of a narrative to tell a story. The unit will demonstrate how writers use specific elements of a short story to develop meaning. The unit will provide the opportunity to read a variety of complex short stories, which includes works by minority and gay authors. Students will begin to develop literary analysis skills through short writing tasks and discussions, as well as the development of an original short story inspired by the students’ personal experiences with societal conflicts or social barriers. With the penning of the original narrative, students will establish an understanding of societal conflicts and their impacts on the individual and society-at-large.</p>	
Recommended Pacing	
<p>Approximately 9 weeks (duration of a marking period)</p>	
New Jersey Student Learning Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3	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.
RL.9-10.4	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).
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.

L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Instructional Focus

Unit Enduring Understandings

- Writers utilize specific components of a narrative to engage the reader.
- The clear and concise creation of an original piece of writing is an important skill.
- Literature, in all its forms, serves to inform, entertain, teach, and challenge a reader.

Unit Essential Questions

- What lessons about how society distinguishes between who can be a member and who must remain an outsider, and why those distinctions matter, can a reader learn from literature?
- What lessons can a reader learn from authors' varied life experiences?
- How does active listening improve understanding?
- What is the writing process?
- What constitutes effective writing?

Objectives

Students will know:

- The important elements to creating a short story including setting, characters, conflict, plot (exposition, rising action, climax, falling action, resolution), and theme.
- Potential societal conflicts that exist and persist.
- The essentials of creating an effective thesis statement.
- The use of evidence to support a central idea or a thesis.

Students will be able to:

- Identify and discuss the elements of a short story, as well as literary devices utilized in them.
- Apply knowledge of elements of a short story to create an original narrative.
- Define society and social barriers (e.g. race, gender) that exist in literature and the real world.
- Apply understanding, knowledge, and skills of narrative writing.
- Close read source(s) by discussing, note taking, and summarizing to analyze the text(s) or video(s)
- Utilize textual evidence to support arguments, respond to questions, and understand author's POV.

Resources

Core Texts:

- "American History" by Judith Ortiz Cofer
- "Everyday Use" by Alice Walker
- "Parents' Night" by Nancy Garden
- "A Brief Moment in the Life of Angus Bethune" by Chris Crutcher
- "Once in a Lifetime" by Jhumpa Lahiri

Suggested Resources:

- Video: Crash Course: Sociology #1 <https://www.youtube.com/watch?v=YnCJU6PaCio>
- Video: TED Talk- "The Danger of a Single Story" https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en
- Website: Story Corp: <https://storycorps.org/>

- Poem: “Invitation to Brave Space” by Micky Scottbey Jones
- Article: “How to Be More Empathetic”: <https://www.nytimes.com/guides/year-of-living-better/how-to-be-more-empathetic>
- New Jersey Student Learning Standards <https://www.state.nj.us/education/cccs/2016/ela/>

UNIT 2: Justice and Injustice (Holocaust Memoir)

Summary and Rationale	
<p>This unit will focus on the genre of memoirs and their purpose in literature as a vehicle for authors to discuss a specific time period in their lives. The unit will explore the development and impact of justice and injustice on society in terms of discrimination and oppression based on religion and ethnicity, ultimately resulting in genocides. In doing so, students will gain knowledge regarding human rights. The major writing assessment for the unit will be a literary analysis essay exploring the roles of justice and injustice (i.e. victim, perpetrator, collaborator, resister, upstander, bystander) that individuals take on in the face of adversity. In addition, students will be required to independently choose a text revolving around the impact of justice and injustice that individuals encounter in the face of human suffering (e.g. <i>The Nightingale</i>, <i>In the Shadow of the Banyan</i>). Independent reading will be assessed in conjunction with <i>Night</i> through discussions and short writing pieces.</p>	
Recommended Pacing	
<p>Approximately 9 weeks (duration of a marking period)</p>	
New Jersey Student Learning Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3	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.
RL.9-10.4	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).
RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instructional Focus

Unit Enduring Understandings

- Literature in all its forms serves to inform, entertain, teach and challenge a reader.
- Memoirs are tools for authors to communicate about a specific experience in their lives.
- Survivors of war experience insufferable moments of injustice and triumphant moments of justice.
- Creating a clear and concise piece of writing is an important skill.

Unit Essential Questions

- What is the purpose of a memoir?
- What is a genocide?
- What are the roles of justice and injustice that individuals take on in the face of human suffering?
- What lessons about justice and injustice can a reader learn from literature?
- What are human rights?
- What are the effects of traumatic life experiences on an individual’s behavior?
- What lessons can a reader learn from authors’ varied life experiences?
- How does active listening improve understanding?
- What is the writing process?
- What constitutes effective writing?

Objectives

Students will know:

- The definition and purpose of a memoir as a snapshot of a specific time in an author’s life.
- The historic, economic, and social context of the Holocaust, other genocides, and their effects on the human condition.
- The definition of and application of the roles of justice and injustice (as defined by Facing History and Ourselves) in life and literature.
- The elements and requirements of an original written response.
- The concept of Universe of Obligation (as defined by Facing History and Ourselves) and its effects on an

individual's choices.

Students will be able to:

- Discuss an understanding of history of the Holocaust, Elie Wiesel's experiences, and other genocides.
- Use terminology related to the Holocaust and Jewish faith used in the text.
- Use terminology related to justice and injustice in terms of human behavior.
- Determine various universes of obligation and discuss how those elements affect individual's choices and fates.
- Close read source(s) by discussing, note taking, and summarizing to analyze the text(s) or video(s).
- Compare and contrast life experiences of various authors.
- Utilize textual evidence to support arguments, respond to questions and understand authors' points of view.
- Apply understanding, knowledge, and skills of essay writing.

Resources

Core Text:

Night by Elie Wiesel

Suggested Resources:

- Text: *Facing History and Ourselves: Holocaust and Human Behavior* (Curriculum Guide and Resource Book)
- Digital Library: <https://www.facinghistory.org/>
- Website: Personal Histories of Survivors: www.ushmm.org/exhibition/personal-history/
- Video: "The Path to Nazi Genocide": <https://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film>
- Short Film: Facing History and Ourselves- "Pigeon": <https://www.facinghistory.org/books-borrowing/pigeon>
- Video: Spotlight: Cambodian Genocide: <https://www.youtube.com/watch?v=Xc88-AGaCYo>
- Companion Text: "Worms from Our Skin" by Teeda Butt Mam (from *Children of Cambodia's Killing Fields: Memoirs by Survivors*)
- Video: BBC Africa: How could the Rwandan genocide happen?: <https://www.youtube.com/watch?v=SVnOGsJY5RQ>
- Companion Text: Excerpt from the memoir *The Girl Who Smiled Beads: A Story of War and What Comes After* by Clemantine Wamariya
- Video: BBC Newsnight: The Butcher of Bosnia: <https://www.youtube.com/watch?v=SwChX2Ih91c>
- Companion Text: "Survivor Stories: Hasan Hasanović – Srebrenica, Bosnia & Herzegovina" (from Remembering Srebrenica)
- Video: "Band of Brothers": Why We Fight (Episode 9)
- New Jersey Student Learning Standards <https://www.state.nj.us/education/cccs/2016/ela/>

UNIT 3: Tolerance and Prejudice (Historical Novel)

Summary and Rationale	
<p>This unit will focus on the historical, cultural, geographical, and social context of the novel <i>To Kill a Mockingbird</i>. The unit will explore the effects and relevance of tolerance and prejudice during the early 20th century in the American South in the face of the Great Depression and Jim Crow laws. Students will look at how individuals in society identify themselves (e.g. racially, culturally, etc.) affect their personal outlooks, which lead to acts of tolerance or prejudice. The unit will include a multifaceted research project illuminating landmark court cases and legislation (past through the present) related to racial, cultural, and social issues presented in the novel. The major writing assessment for the unit will be a literary analysis essay delving into racial, cultural, or social identities influencing tolerance and prejudice in individuals. In addition, students will be required to independently choose a text centered on issues of tolerance and prejudice within individuals or society-at-large (e.g. <i>The Color Purple</i>, <i>The Help</i>). Independent reading will be assessed in conjunction with <i>To Kill a Mockingbird</i> through discussions and short writing pieces.</p>	
Recommended Pacing	
9 weeks (duration of one marking period)	
New Jersey Student Learning Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3	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.
RL.9-10.4	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).
RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
RI.9-10.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning

	and relevant and sufficient evidence.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, share, 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.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.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.
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instructional Focus

Unit Enduring Understandings

- Literature in all its forms serves to inform, entertain, teach, and challenge a reader.
- Universal truths are revealed through the narrative.
- People rely on a variety of resources to obtain information.
- New information may result in a new idea or a change of stance.

- Creating a clear and concise piece of writing is an important skill.

Unit Essential Questions

- How is skillful and productive research conducted?
- What are the essential elements of an effective and informative presentation?
- What is identity? To what extent do we determine our own identities? What influence does society have?
- How does our need to belong influence our identity? How does it lead to the formation of “in” groups and “out” groups in our society?
- What impact does historical, cultural, geographical, and social context have on a novel?
- What effect does historical, cultural, geographical, and social context have on the reaction of readers to a novel?
- What is the structure of a criminal trial?
- How does active listening improve understanding?
- What is the writing process?
- What constitutes effective writing?

Objectives

Students will know:

- The historical, cultural, geographical, and social context in which *To Kill a Mockingbird* is based.
- Strategies and techniques for academic research and presentations.
- Courtroom proceedings and elements of a criminal trial.
- The relationship between the individual and society and how that relationship influences one’s identity.
- Strategies and techniques for close reading and characterization.
- The elements and requirements of an original written response.

Students will be able to:

- Formulate a guiding thesis and focus questions for research on selected landmark cases or legislation.
- Identify significant and appropriate sources on specific topics.
- Annotate and evaluate information in scholarly sources.
- Coordinate source material into a cohesive presentation.
- Present collaborative oral presentations with audio/visual support of findings.
- Explore and differentiate tolerance and prejudice present in *To Kill a Mockingbird*.
- Develop an understanding of the historical, cultural, geographical, or social context in which *To Kill a Mockingbird* was written in and based upon.
- Articulate how identity is used to label and categorize.
- Identify the various players in a court trial.
- Recognize direct and indirect characterization in *To Kill a Mockingbird* (i.e. speech, actions, and thoughts).
Close read source(s) by discussing, note taking, and summarizing to analyze the text(s) or video(s).
- Compare and contrast life experiences of various authors.
- Utilize textual evidence to support arguments, respond to questions and understand authors’ points of view.
- Apply understanding, knowledge, and skills of essay writing.

Resources

Core Text:

To Kill a Mockingbird by Harper Lee

Suggested Resources:

- Video: “Hey Boo: Harper Lee and *To Kill a Mockingbird*” (PBS)

- Text: Facing History and Ourselves: *To Kill a Mockingbird* (Curriculum Guide and Resource Book)
- Digital Library: <https://www.facinghistory.org/>
- Website: The Players in a Courtroom: <https://judiciallearningcenter.org/the-players-in-the-courtroom/>
- Website: Types of Court Cases: <https://judiciallearningcenter.org/types-of-court-cases/>
- Website: United States Courts: <https://www.uscourts.gov/about-federal-courts/educational-resources/supreme-court-landmarks>
- Website: Supreme Court Cases: https://www.americanbar.org/groups/public_education/Programs/constitution_day/landmark-cases/
- Website: Landmark Legislation: https://www.senate.gov/artandhistory/history/common/generic/Feature_Homepage_CivilRights.htm
- Video: Dos and Don'ts of Presentations: <https://www.youtube.com/watch?v=S5c1susCPAE>
- Video: How to Be Confident During a Presentation: https://www.youtube.com/watch?v=tShavGuo0_E
- Video: Setting the Setting: <https://www.facinghistory.org/resource-library/video/understanding-jim-crow-setting-setting>
- Video: TED Talk: Bryan Stevenson- We need to talk about an injustice: https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en
- Companion Text: Julius Lester's "Finding One's Voice"
- Companion Text: Amelia Valdez's "In the Barrio"
- Video: Japanese-American Internment: <https://www.youtube.com/watch?v=cZTioTkHcB0>
- Video: Closing Arguments Scene from "Snow Falling on Cedars" (1999): <https://www.youtube.com/watch?v=3wXt0Ar42mc>
- Audio: Reading of "The Gettysburg Address": <https://www.youtube.com/watch?v=CHAyep7ypY>
- Text: Martin Luther King, Jr.'s "I Have a Dream" Speech (1963)
- Film: "To Kill a Mockingbird" (1962)
- New Jersey Student Learning Standards: <https://www.state.nj.us/education/cccs/2016/ela/>

UNIT 4: Sound and Silence (Historical Novel)

Summary and Rationale	
<p>This unit will focus on the moral, ethical, and legal context of the novel <i>The Round House</i>. The unit will explore the effects and relevance of moral, ethical, and legal choices of being a metaphorical voice for a person or remaining silent in the face of crimes or oppression. Students will look at the legal restrictions on crimes against Native Americans, especially sex crimes against indigenous women, as a result of the intersection of tribal, federal, and state jurisdiction in Indian Country (<i>Note: the term "Indian Country" is used by the Tribal Nations</i>). The unit will include a project looking at legal actions that have served to silence or helped Native Americans "sound off" in the United States and their tribal nations. The major writing assessment for the unit will be a literary analysis essay arguing the moral, ethical, or legal dilemmas that help achieve or restrict justice that are present in the novel. In addition, students will be required to independently choose a text centered on issues (e.g. of tradition, identity, etc.) related to the metaphorical sound and silence of individuals living in Indian Country (e.g. <i>Killers of The Flower Moon: The Osage Murders and the Birth of the FBI</i>, <i>There There</i>). Independent reading will be assessed in conjunction with <i>The Round House</i> through discussions and short writing pieces.</p>	
Recommended Pacing	
9 weeks (duration of one marking period)	
New Jersey Student Learning Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3	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.
RL.9-10.4	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).
RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
RI.9-10.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, share, 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.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
SL.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.
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instructional Focus

Unit Enduring Understandings

- Literature in all its forms serves to inform, entertain, teach, and challenge a reader.
- Universal truths are revealed through the narrative.
- A single voice has power.
- People rely on a variety of resources to obtain information.
- New information may result in a new idea or a change of stance.

- Creating a clear and concise piece of writing is an important skill.

Unit Essential Questions

- What are morals and ethics?
- How does the law play into morals and ethics?
- How important is it to maintain your ethics and morals even in the light of a flawed system?
- How is it easier just to do nothing at all?
- What does the novel suggest about the problems and possibilities of “coming-of-age” at the intersections of place, race, class, gender, identity, politics, indigeneity, and the law?
- How does sexual violence affect the survivors, their families, and communities?
- How does the novel speak to the forces of violence, vulnerability, jurisdiction, and justice?

Objectives

Students will know:

- The nuances of indigenous identity (e.g. tradition, religion, descendancy, citizenship).
- The intersection of tribal, federal, and state jurisdictions for crimes committed in Indian Country.
- The complicated forms in which justice can be defined (e.g. tribal justice, vigilante justice).
- The historical, cultural, geographical, and social context in which *The Round House* is based.
- Strategies and techniques for close reading and characterization.
- The elements and requirements of an original written response.

Students will be able to:

- Explore and differentiate the moral, ethical, and legal dilemmas present in *The Round House*.
- Discuss a basic understanding of the legal history in Indian Country (past and present).
- Use terminology related to Native American existence (e.g. reservation, fee land, Anishinaabe).
- Differentiate the jurisdictions for criminal offenses in Indian Country.
- Evaluate evidence in deciding what can be defined as “just”.
- Identify significant and appropriate sources on specific topics.
- Annotate and evaluate information in scholarly sources.
- Recognize direct and indirect characterization in *The Round House*.
- Close read source(s) by discussing, note taking, and summarizing to analyze the text(s) or video(s).
- Utilize textual evidence to support arguments, respond to questions and understand authors’ points of view.
- Apply understanding, knowledge, and skills of essay writing.

Resources

Core Text:

The Round House by Louise Erdrich

Suggested Resources:

- Video: Conversation: Louise Erdrich, Author of *The Round House*: <https://www.pbs.org/video/pbs-newshour-conversation-louise-erdrich-author-of-the-round-house/>
- Website: Tribal Nations and the United States: An Introduction: <http://www.ncai.org/about-tribes>
- Article: “The ‘law and order’ of violence against Native women: A Native feminist analysis of the Tribal Law and Order Act” by Kimberly Robertson
- Website: Tribal Courts in North Dakota: <https://www.ndcourts.gov/other-courts/tribal>
- Website: General Guide to Criminal Jurisdiction in Indian Country: <http://www.tribal-institute.org/lists/jurisdiction.htm>

- Website: United States Department of the Interior- Indian Affairs:
https://www.bia.gov/bia?_ga=2.184461030.1182936180.1564425099-1982775065.1564425099
- Article: Ethics, morality, law- What's the Difference?: <https://ethics.org.au/ethics-morality-law-whats-the-difference/>
- Video: Tribal Justice: Prosecuting non-Natives for sexual assault on reservations:
<https://www.pbs.org/newshour/show/tribal-justice-prosecuting-non-natives-sexual-assault-indian-reservations>
- Video: Lisa Marie Lyotte's Tells Her Story: <https://www.youtube.com/watch?v=xNPmHBQXMA4>
- Video: TEDxUWI Crime: Dianne Williams- Vigilantism or Social Justice:
<https://www.youtube.com/watch?v=9dv88UKns4w>
- New Jersey Student Learning Standards: <https://www.state.nj.us/education/cccs/2016/ela/>

Unit within a Unit: Independent Reading

Summary and Rationale	
<p>As an embedded unit (unit within a unit), students will choose an independent reading book that focuses on the lenses of Unit 2, 3, and 4 (consecutively Social Barriers; Justice and Injustice; and Sound and Silence). Each student’s independent reading book will enhance the students’ understanding of the lens for each particular unit. Throughout the marking periods, students will have the opportunity to demonstrate their knowledge of their selected texts through low-stakes discussions and short writing pieces.</p>	
Recommended Pacing	
<p>Approximately 9 weeks for each marking period (marking periods 2, 3, and 4)</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	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.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Literature has the power to stimulate empathy, help a reader to grow as a citizen, and expand the reader’s perspectives. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do your experiences influence your interpretation of the text? • What are the underlying messages in the text? • How is the theme supported within the text? • How do you draw meaning and understanding from the text? • How do the unit core text and self-selected text intersect? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Strategies and techniques for close reading and characterization. • Deeper comprehension of the core texts through independent exploration of a related text. 	

Students will be able to:

- Write, Turn-and-Talk, and discuss in small groups who they are as readers, what role reading plays for them, and what goals they have as readers.
- Independently evaluate and analyze literature.

Resources**Core Text:**

Student-chosen book or book from teacher suggestion list

Suggested Resources:

- Mrs. Memoli, Piscataway High School Media Specialist
- Video: TED Talk: “How Books Can Open You’re your Mind”:
https://www.ted.com/talks/lisa_bu_how_books_can_open_your_mind/discussion
- Website: Goodreads: <https://www.goodreads.com/>
- Website: Your Next Read: <http://www.yournextread.com/us/>