



PISCATAWAY TOWNSHIP SCHOOLS

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ENGLISH III Honors

Content Area: English

Grade Span: 11th Grade

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Piscataway Township Schools

COURSE OVERVIEW

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COURSE OVERVIEW

Description														
<p>English III focuses on an exploration of the literature of the time period associated with British colonialism and post-colonial responses to colonial encounters. The course focuses on historical as well as literary themes through reading, writing, listening/viewing, and speaking. Particular attention is paid to analytical reading skills, critical literacy, and the development of skills essential for college writing.</p>														
Goals														
<p>The broad goals of this course are:</p> <ol style="list-style-type: none"> 1. Students will read fluently with comprehension and appreciation. 2. Students will write effectively for a variety of purposes and audiences. 3. Students will orally express and discuss their ideas effectively, purposefully, and respectfully. 4. Students will listen to the ideas of others critically and respectfully. 5. Students will understand and critically analyze works of literature and nonfiction from different periods of history and from diverse cultures. 6. Students will examine the contributions and history of individuals from diverse backgrounds and social/economic circumstances and with diverse identities as well as the impact of unconscious bias and economic disparities on individuals and society. 														
Scope and Sequence														
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Unit</th> <th style="width: 33%;">Topic</th> <th style="width: 33%;">Length</th> </tr> </thead> <tbody> <tr> <td>Unit 1</td> <td>Control</td> <td>7 weeks</td> </tr> <tr> <td>Unit 2</td> <td>Othering</td> <td>3 weeks</td> </tr> <tr> <td>Unit 3</td> <td>Hybridity</td> <td>6 weeks</td> </tr> </tbody> </table>			Unit	Topic	Length	Unit 1	Control	7 weeks	Unit 2	Othering	3 weeks	Unit 3	Hybridity	6 weeks
Unit	Topic	Length												
Unit 1	Control	7 weeks												
Unit 2	Othering	3 weeks												
Unit 3	Hybridity	6 weeks												

COURSE OVERVIEW

Unit 4	Passing	4 weeks
Unit 5	Stories of Childhood	5 weeks
Unit 6	Tradition vs. Change	3 weeks
Unit 7	Legacy	4 weeks
Unit 8	Coloring Outside the Lines	2 weeks
Unit 9	Blockbuster Postcolonialism	2 weeks
Resources		
<p>Core Texts: <i>Macbeth</i>, William Shakespeare; <i>1984</i>, George Orwell; <i>Frankenstein</i>, Mary Shelley; <i>The God of Small Things</i>, Arundhati Roy; <i>Everything, Everywhere, All at Once</i>; <i>American Born Chinese</i>, Gene Luen Yang; <i>Passing</i>, Nella Larsen; <i>Born a Crime</i>, Trevor Noah; <i>Persepolis</i>, Marjane Satrapi; <i>The Woman Warrior</i>, Maxine Hong Kingston; <i>Things Fall Apart</i>, Chinua Achebe; <i>Kindred</i>, Octavia Butler; <i>Judas and the Black Messiah</i>; <i>Hamilton</i>; “Recitatif,” Toni Morrison; <i>Black Panther</i></p>		

UNIT 1: Control

Unit 1: Control

Summary and Rationale	
<p>This unit will thematically focus on the methods used by oppressive regimes to establish control over a population. From the psychological manipulation of the witches and the brutality of King Macbeth to the technological surveillance-state of <i>1984</i>'s Oceania, students will explore the methods and tools used by tyrants to consolidate and broaden their power and the effects this subjugation has on a populace. Students will explore these themes through two classic core texts: William Shakespeare's <i>Macbeth</i> and George Orwell's <i>1984</i>. Students will also read an excerpt from Michel Foucault's "Panopticism" from <i>Discipline and Punish</i> to use as a lens to read these classic texts. The goal is to allow students to practice the skills necessary to be successful in 101-level college writing courses, AP English courses, and Expository Writing, a dual enrollment course with Rutgers University.</p>	
Recommended Pacing	
7 weeks	
State Standards	
Standard Reading	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Standard Writing	
CPI #	Cumulative Progress Indicator (CPI)

UNIT 1: Control

NJLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Standard Speaking and Listening	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJLSA.SL1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Throughout history, physical violence has been used to create power imbalances. ● Physical violence is not the only tool to create subjugation. ● Power imbalances can be created by manipulating symbols and images to create a narrative of subjugation. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What methods are used to establish control and subjugate people? ● How do tyrants utilize violence to control populations? ● How are images and symbols used to change the minds of a populous? ● What is postcolonialism? What is colonialism and what is the “post” in the term postcolonialism? ● How does the violence of colonialism produce lasting consequences for both colonizers and colonized? ● What is feudalism? ● What is propaganda? 	

UNIT 1: Control

- What does it mean to read a text “closely”?
- Why do writers leave certain ideas unstated?

Objectives

Students will know:

- The plot, characters, and historical background of William Shakespeare’s *Macbeth*.
- The plot, characters, and historical background of George Orwell’s *1984*.
- The theory of “panopticism.”
- The corrupting effects of absolute power.
- The social and economic system known as feudalism.
- The role of violence in establishing totalitarian systems.
- Historical examples of propaganda and their intended and unintended effects.
- Process of Close Reading
- Elements of literary analysis
- Conventions of effective academic writing
- PIECE
- Frame and case analysis

Students will be able to:

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Assess how point of view or purpose shapes the content and style of a text.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text,

UNIT 1: Control

including determining where the text leaves matters uncertain.

Resources

Core Text(s): *Macbeth* (Shakespeare), *1984* (Orwell)

Poetry: “My Dream” (Rosetti)

Visual Texts: *The Hunger Games* (film)

Excerpts: *Beowulf* (Heaney) and *Grendel* (Gardner)

Articles/Essays: “Panopticism” from *Discipline and Punish* (Foucault) “Monster Culture (Seven Theses)” (Cohen)

Suggested Resources: (Materials can be found on Schoology)

UNIT 2: The Other

Unit 2: Othering

Summary and Rationale	
<p>This unit will focus on how interactions between cultures create and frame identities. The texts and assignments will explore how dominant cultures portray those with whom they come into contact as uncivilized, lacking in intelligence and knowledge, and/or exotic and how this portrayal and the mode of thinking it engenders reinforces political and social power imbalances.</p>	
Recommended Pacing	
3 weeks	
State Standards	
Standard Reading	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R4	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.
Standard Writing	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid

UNIT 2: The Other

	reasoning and relevant and sufficient evidence.
Standard Speaking and Listening	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● “Othering” leads to prejudice, marginalization, and inequality. ● Cultures of both dominant and marginalized groups are created by the interactions of multiple cultures. ● Identities of individuals are formed by their interactions with others and self-definition. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What person(s) or groups are identified as "other"? How are such persons/groups described and treated? ● How do the challenges of post-colonial identity, including the relationship between personal and cultural identity and conflicts among dominant and marginalized cultures, affect individuals and society at large? ● How do cultural differences combine to form individual identities and shape our perceptions of ourselves, others, and the world? ● How does “society” pressure individuals to conform to lifestyles presented as privileged? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Plot, characters, themes of <i>Frankenstein</i> ● Ideas of “The Other” and “Orientalism” 	

UNIT 2: The Other

- Process of Close Reading
- Elements of literary analysis
- Conventions of effective academic writing
- PIECE

Students will be able to:

- Identify symbolism, motif, and metaphor
- Analyze the impact of an author's choices on the development of setting, plot, and characters
- Analyze how authors develop themes in literary texts
- Use textual evidence to support original arguments and literary analysis

Resources

Core Text(s): *Frankenstein*, Mary Shelley

Poetry: "From," Fatimah Asghar & Eve Ewing; "On Listening to Your Teacher Take Attendance," Aimee Nezhukumatathil; "Second Generation," Janice Lobo Sapigao

Visual Text(s): *District 9* (film clips), *The Shape of Water* (film clips), *Arrival* (film clips), *Aladdin* (film clips); "The Danger of the Single Story," Chimamanda Ngozi Adichie

Excerpts: *Orientalism*, Edward Said; "Can the Subaltern Speak?" (Spivak); "Monster Culture: Seven Theses" (Cohen); "Breaking the Disney Spell" (Zipes)

Suggested Resources: (Materials can be found on Schoology)

UNIT 3: Hybridity

Unit 3 - Hybridity

Summary and Rationale	
This unit will examine how the interaction between cultures, particularly those involving colonialist and colonized people, result in the formation of new, hybrid identities for both groups.	
Recommended Pacing	
6 weeks	
State Standards	
Standard Reading	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R4	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.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Standard Writing	

UNIT 3: Hybridity

CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Standard Speaking and Listening	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Cultures of both dominant and marginalized groups are created by the interactions of multiple cultures. ● Identities of individuals are formed by their interactions with others and self-definition. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do the challenges of post-colonial identity, including the relationship between personal and cultural identity and conflicts among dominant and marginalized cultures, affect individuals and society at large? ● How do cultural differences combine to form individual identities and shape our perceptions of ourselves, others, and the world? ● How does “society” pressure individuals to conform to lifestyles presented as privileged? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Plot, characters, themes, and historical context of <i>The God of Small Things</i> and <i>Everything Everywhere All at Once</i> ● Idea of “hybridity” and “intertextuality” 	

UNIT 3: Hybridity

- Process of Close Reading
- Elements of literary analysis
- Conventions of effective academic writing
- PIECE
- Effect of narrative structure on a text
- Mise-en-scene

Students will be able to:

- Identify symbolism, motif, metaphor, and other narrative techniques
- Analyze the impact of an author's choices on the development of setting, plot, and characters
- Analyze how authors develop themes in literary texts
- Analyze a film scene by focusing on specific choices made by the director, cinematographer, and actors
- Use textual evidence to support original arguments and literary analysis

Resources

Core Text(s): *The God of Small Things*, Arundhati Roy

Visual Text: *Everything, Everywhere, All at Once*

Poetry: "Imaginary Number," Vijay Seshadri

Excerpts: *The Location of Culture*, Homi Bhaba; *Orientalism*, Edward Said

Articles/Essays: "On Seeing England for the First Time," Jamaica Kincaid (excerpts)

Suggested Resources: (Materials can be found on Schoology)

UNIT 4: Passing

Unit 4 - Passing

Summary and Rationale	
In this unit, students will read and analyze narratives in which main characters attempt to transform their identities to match those of the dominant culture. Students will examine how these actions affect the characters and develop themes about the world, at large	
Recommended Pacing	
4 weeks	
State Standards	
Standard Reading	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Standard Writing	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

UNIT 4: Passing

Standard Speaking and Listening	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● “Othering” leads to prejudice, marginalization, and inequality. ● Identities of individuals are formed by their interactions with others and self-definition. ● Pretending to be someone else can lead to feelings of alienation. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● To what extent can one choose their identity? ● How do the challenges of post-colonial identity, including the relationship between personal and cultural identity and conflicts among dominant and marginalized cultures, affect individuals and society at large? ● What influences perceptions of identity, class, gender, and race? ● How does “society” pressure individuals to conform to lifestyles presented as privileged? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The plot, characters, and themes of <i>American Born Chinese</i> and <i>Passing</i> ● The social and political system known as apartheid ● Elements of characterization ● Vocabulary related to visual storytelling ● Process of Close Reading ● Elements of literary analysis ● Conventions of effective academic writing ● PIECE 	

UNIT 4: Passing

Students will be able to:

- Compare and contrast the experiences of characters in multiple narratives
- Analyze the impact of an author’s choices on the development of setting, plot, and characters
- Analyze how authors develop themes in literary texts
- Use textual evidence to support original arguments and literary analysis

Resources

Core Text(s): *American Born Chinese*, Gene Luen Yang; *Passing*, Nella Larsen

Visual Text(s): *Passing* (film clips)

Poetry: “One Child Has Brown Eyes,” Marilyn Chin

Excerpts: *Whistling Vivaldi*, Claude Steele; *Understanding Comics*, Scott McCloud

Articles/Essays: “White Privilege: Unpacking the Invisible Knapsack,” Peggy McIntosh; “‘Passing’ Review: Black Skin, White Masks” (*NYTimes*) *Covering: The Hidden Assault on Our Civil Rights* (Yoshino), “The Scholarship Boy” (Rodriguez)

Suggested Resources: (Materials can be found on Schoology)

UNIT 5: Stories of Childhood

Unit 5 - Stories of Childhood

Summary and Rationale	
<p>In this unit, students will read <i>Born a Crime</i>, Trevor Noah’s memoir of life in South Africa around the time of the fall of the apartheid regime, and <i>Persepolis</i>, Marjane Satrapi’s graphic memoir of life after the Islamic Revolution in Iran. Students will examine how these writers use humor, visuals, and narrative techniques to tell their stories and compare the experiences of the two writers with each other and characters from other texts from the course. Students will also compose a personal narrative using these books as mentor texts.</p>	
Recommended Pacing	
5 weeks	
State Standards	
Standard Reading	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Standard Writing	

UNIT 5: Stories of Childhood

CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Standard Speaking and Listening	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Throughout history, physical violence has been used to create power imbalances. ● “Othering” leads to prejudice, marginalization, and inequality. ● Identities of individuals are formed by their interactions with others and self-definition. ● Pretending to be someone else can lead to feelings of alienation. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What methods are used to establish control and subjugate people? ● How do oppressive governments utilize violence to control populations? ● How does the violence of colonialism produce lasting consequences for both colonizers and colonized? ● To what extent can one choose their identity? ● What influences perceptions of identity, class, gender, and race? ● What does it mean to tell one's own story? 	
Objectives	
Students will know:	

UNIT 5: Stories of Childhood

- The plot, characters, and themes of *Born a Crime* and *Persepolis*
- The idea of alienation
- Elements of personal narrative and visual storytelling
- Process of Close Reading
- Elements of literary analysis
- Conventions of effective academic writing
- PIECE

Students will be able to:

- Analyze the impact of an author's choices on the development of a story and its themes
- Analyze how individuals from marginalized cultures use methods of assimilation and resistance
- Use model texts to compose a personal narrative
- Use textual evidence to support original arguments and literary analysis

Resources

Core Text(s): *Born a Crime*, Trevor Noah; *Persepolis*, Marjane Satrapi

Visual Text(s): *The Daily Show*, *Persepolis* (TV clips)

Articles/Essays: "How to Write About Africa," Binyavanga Wainaina

Suggested Resources: (Materials can be found on Schoology)

UNIT 6: Tradition vs. Change

Unit 6 - Tradition vs. Change

Summary and Rationale	
<p>In this unit, students will read one - or excerpts of both - of Maxine Hong Kingston’s <i>Woman Warrior</i> or Chinua Achebe’s <i>Things Fall Apart</i>. These texts both tell stories of traditional cultures that experienced colonial encounters, changes wrought through those encounters, parents and children in those cultures, and the evolution of language and storytelling they experienced and provide details of traditional life. Students will also briefly examine the history of oral storytelling.</p>	
Recommended Pacing	
3 weeks	
State Standards	
Standard Reading	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Standard Writing	

UNIT 6: Tradition vs. Change

CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard Speaking and Listening	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Identities of individuals are formed by their interactions with others and self-definition. ● Rebellion can take many forms. ● Modern writers combine many disparate influences to create new forms. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How does the violence of colonialism produce lasting consequences for both colonizers and colonized? ● How does family relate to culture? ● What does it mean to tell one's own story? ● How does the way a story is told affect its meaning? ● What does it mean for a story to be "accurate" or "realistic"? 	
Objectives	
Students will know:	

UNIT 6: Tradition vs. Change

- The plot, characters, themes, and historical context of *The Woman Warrior* and/or *Things Fall Apart*
- The idea of alienation
- Elements of personal narrative
- Process of Close Reading
- Elements of literary analysis
- Conventions of effective academic writing
- PIECE

Students will be able to:

- Analyze the impact of an author's choices on the development of a story and its themes
- Analyze the influence of past storytelling traditions on a modern novel
- Use textual evidence to support original arguments and literary analysis

Resources

Core Text(s): *The Woman Warrior*, Maxine Hong Kingston; *Things Fall Apart*, Chinua Achebe

Poetry: "The Second Coming," William Butler Yeats

Excerpts: *No Telephone to Heaven*, Michelle Cliff; *Omeros*, Derek Walcott

Articles/Essays: "Myths," Simone de Beauvoir; "The African Writer and the English Language," Chinua Achebe

Suggested Resources: (Materials can be found on Schoology)

UNIT 7: Legacy

Unit 7: Legacy

Summary and Rationale	
In this unit, students will read Octavia Butler’s <i>Kindred</i> and supplementary texts exploring slavery and the effects of its legacy on power, gender, and race in the United States. Students will examine different political responses and respectfully discuss how this legacy affects the future of our country.	
Recommended Pacing	
4 weeks	
State Standards	
Standard Reading	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Standard Writing	
CPI #	Cumulative Progress Indicator (CPI)

UNIT 7: Legacy

NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Standard Speaking and Listening

CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Instructional Focus

Unit Enduring Understandings

- The legacy of violence affects multiple generations.
- People take multiple approaches to resisting oppressive forces.
- Modern writers combine many disparate influences to create new forms.

Unit Essential Questions

- What is postcolonialism? What is colonialism and what is the “post” in the term postcolonialism?
- Are there forms of colonialism and imperialism that exist today?
- How does literature depict the results of the colonial encounter that can still be felt in the present?
- How does the violence of colonialism produce lasting consequences for both colonizers and colonized?
- What can speculative fiction reveal about the “real world”?
- What does the text reveal about the politics and/or psychology of anti-colonialist resistance?

UNIT 7: Legacy

Objectives
<p>Students will know:</p> <ul style="list-style-type: none">● The plot, characters, themes, and historical context of <i>Kindred</i>● Process of Close Reading● Elements of literary analysis● Conventions of effective academic writing● PIECE <p>Students will be able to:</p> <ul style="list-style-type: none">● Analyze the impact of an author’s choices on the development of a story and its themes● Analyze how authors develop themes in literary texts● Analyze a film scene by focusing on specific choices made by the director, cinematographer, and actors● Use textual evidence to support original arguments and literary analysis
Resources
<p>Core Text(s): <i>Kindred</i>, Octavia Butler</p> <p>Poetry: “On Being Brought From Africa To America,” Phillis Wheatley; “jasper texas 1998,” Lucille Clifton; “Power,” Audre Lorde; “If We Must Die,” Claude McKay</p> <p>Visual Text(s): <i>Judas and the Black Messiah</i> (film clips)</p> <p>Excerpt(s): <i>Incidents in the Life of a Slave Girl</i>, Harriet Jacobs</p> <p>Articles/Essays: “Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938” (online resource)</p> <p>Suggested Resources: (Materials can be found on Schoology)</p>

UNIT 8: Coloring Outside the Lines

Summary and Rationale	
<p>In this unit, students examine texts in which the skin color of characters deviates from what is expected by the dominant culture - either deliberately or through “colorblind casting” - or obscured. Students will discuss the effects, merits, and potential critiques of such storytelling.</p>	
Recommended Pacing	
3 weeks	
State Standards	
Standard Reading	
CPI #	Cumulative Progress Indicator (CPI)
NJLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Standard Writing	
CPI #	Cumulative Progress Indicator (CPI)
NJLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

UNIT 8: Coloring Outside the Lines

NJLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Standard Speaking and Listening	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
NJLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Identities of individuals are formed by their interactions with others and self-definition. ● Modern writers combine many disparate influences to create new forms. ● White is a racial category. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do the expectations of an audience affect their understanding of a text? ● What does it mean for a story to be “accurate” or “realistic”? ● What does it mean to tell one’s own story? ● How does the way a story is told affect its meaning? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The plot, characters, themes, and historical context of <i>Hamilton</i> ● The idea of “colorblind casting” ● Elements of characterization ● Process of Close Reading 	

UNIT 8: Coloring Outside the Lines

- Elements of literary analysis
- Conventions of effective academic writing
- PIECE

Students will be able to:

- Analyze the impact of an author's choices on the development of a story and its themes
- Evaluate the effectiveness of the choices of authors, directors, and playwrights in achieving their purposes
- Analyze the influence of past storytelling traditions on a modern text
- Use textual evidence to support original arguments and literary analysis

Resources

Core Text(s): *Hamilton*, Lin-Manuel Miranda

Short Story: "Recitatif," Toni Morrison

Visual Text(s): *Macbeth*, Joel Coen

Articles/Essays: "Racist 'Star Wars' fans aren't new.," (Eric Deggans, *NPR*); "Why Hamilton is as frustrating as it is brilliant," Aja Romano; "'Hamilton,' 'The Simpsons' and the Problem With Colorblind Casting," Maya Phillips; "Toni Morrison's Only Short Story Addresses Race by Avoiding Race," Honoree Fanonne Jeffers

Suggested Resources: (Materials can be found on Schoology)

UNIT 9: Blockbuster Postcolonialism

Summary and Rationale	
<p>In this unit, students will synthesize the concepts discussed throughout the rest of the course to analyze the hit Marvel film <i>Black Panther</i>. Students will examine thematic ideas that play prominent roles in the movies, such as isolation vs. engagement, assimilation vs. resistance, Afro-futurism, the casting of this major Hollywood production, Orientalism, and hybridity.</p>	
Recommended Pacing	
2 weeks	
State Standards	
Standard Reading	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Standard Writing	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

UNIT 9: Blockbuster Postcolonialism

NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Standard Speaking and Listening	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Postcolonial stories are important and there is a demand for them when told well. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What is postcolonialism? What is colonialism and what is the “post” in the term postcolonialism? ● How does the violence of colonialism produce lasting consequences for both colonizers and colonized? ● What can speculative fiction reveal about the “real world”? ● What does the text reveal about the politics and/or psychology of anti-colonialist resistance? ● What influences perceptions of identity, class, gender, and race? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The plot, characters, themes, and historical context of <i>Black Panther</i> ● The concept of Afro-futurism 	

UNIT 9: Blockbuster Postcolonialism

- Process of Close Reading
- Elements of literary analysis
- Conventions of effective academic writing
- PIECE

Students will be able to:

- Analyze the impact of an author's choices on the development of a story and its themes
- Analyze how authors develop themes in literary texts
- Analyze a film scene by focusing on specific choices made by the director, cinematographer, and actors
- Use textual evidence to support original arguments and literary analysis

Resources

Core Text(s): *Black Panther* (film)

Suggested Resources: (Materials can be found on Schoology)