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New Milford’s Mission Statement

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

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

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Key for Standards

RL - Reading Literature Standard
RI - Reading Informational Texts Standard
L - Language Standard
SL - Speaking and Listening Standard
W - Writing Standard
New Milford Public Schools

Committee Members:
Emily Bosson, Shannon Proehl
Unit 1.1: Introduction to Voice

Course/Subject: Diverse Voices
Grade Level: 12
# of Weeks: 4.5

Identify Desired Results

Common Core Standards

- **RL.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RL.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- **RI.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RI.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- **RI.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- **W.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific
expectations for writing types are defined in standards 1–3 above.)

- **W.5.** 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

- **SL.1.** Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) With diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  
  a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  
  b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  
  c. Propel conversations by posing and responding to questions that probe reading and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  
  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- **SL.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

- **L.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  
  a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

- **L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  
  a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  
  b. Analyze nuances in the meaning of words with similar denotations.
## Enduring Understandings

Generalizations of desired understanding via essential questions  
(Students will understand that …)

- Voice encompasses the author’s and/or narrator’s personality and point of view (POV) in the writing.  
- Voice is influenced by the author’s background and cultural experiences.  
- Voice is expressed through the text’s narrative style.

## Essential Questions

Inquiry used to explore generalizations

- What is voice?  
- How does an author’s background and experiences influence his/her voice?  
- How is voice expressed through language and writing?  
- Why is it important that a reader analyzes and understands voice?

## Expected Performances

What students should know and be able to do

**Students will know the following:**
- How voice is expressed through various mediums  
- The different narrative POVs and the difference between POV and voice  
- The multiple levels of word meanings, including literal, figurative, denotative, and connotative  
- The various stylistic devices that establish voice  
- How to select textual evidence to use in analytical writings  
- Strategies for identifying the central ideas of a text and analyzing their development over the course of the text  
- Strategies for writing engaging and thought-provoking narratives

**Students will be able to do the following:**
- Evaluate the voice of a person as expressed through film, fiction, and nonfiction  
- Identify the point of view of a text and differentiate between POV and voice  
- Analyze the way in which an author expresses his/her voice through the use of diction and stylistic devices  
- Use textual evidence to compose analytical writings  
- Identify the central ideas and themes of a text and analyze their development throughout the text  
- Analyze how and why an author structures a text in a particular way  
- Compose a personal essay that conveys a unique writer’s voice

## Character Attributes

- Honesty  
- Courage

## Technology Competencies

- Research and media skills and understandings are embedded throughout the standards rather than treated in a separate section.
### Develop Teaching and Learning Plan

#### Teaching Strategies:
- Explain the differences between POV and voice
- Show various comedic performances as a way to introduce the topic of voice
- Generate a discussion about the various comedians’ unique voices and points of view
- Review diction and explain how words can carry multiple meanings, including literal, figurative, and connotative
- Review how authors use stylistic devices such as imagery, figurative language, and syntax for a desired effect
- Facilitate close reading and annotation of poetry
- Model how to use textual evidence to compose a written analysis that focuses on an author's/poet’s voice
- Provide a creative nonfiction essay for the class to read
- Model how to identify the central ideas and themes of an essay, as well as the structure the author uses to convey ideas and information
- Divide students into groups to read and examine the central ideas and themes of a creative nonfiction essay, as well as the unique writer’s voice
- Encourage students to use brainstorming and prewriting to generate ideas for personal/college essay
- Model how to use imagery, figurative language, and syntax to create an engaging narrative
- Organize student peer revision of personal/college essays (e.g., turnitin.com)
- Provide students with written and oral feedback to assist them in their essay writing
- Facilitate all aspects of the writing process, including brainstorming, prewriting, drafting, revising, and polishing

#### Learning Activities:
- View comedic performances and observe the comedians’ styles
- Discuss the different and unique voices and points of view of the comedians
- Read and annotate poetry, paying attention to diction, imagery, figurative language, and syntax
- Identify the stylistic devices that a poet uses to create a unique voice
- Use textual support to compose a written analysis of a particular poet’s voice
- Annotate a creative nonfiction essay, paying specific attention to the main ideas/themes, as well as the supporting structure
- Read creative nonfiction essays in groups, identify the main ideas and themes, and discuss the unique writer’s voice presented in the text
- Present essay and analysis to the class
- Engage in brainstorming and prewriting activities to generate ideas for personal/college essay
- Effectively use imagery, figurative language, and syntax to compose personal narrative
- Complete several drafts of personal/college essay
- Provide feedback to peers through peer revision
- Produce a polished essay that fulfills the college essay requirement for the fall
Reflect on unique writer’s voice established in essay

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**Goal:** Complete personal/college essay

**Role:** Magazine Contributor

**Audience:** Magazine Readers

**Situation:** You have been asked to contribute to a magazine series titled “My Changing Self” that documents how people change over time. You will write and contribute a personal essay inspired by a picture of yourself from a significant time in your life. Within the essay you will explain how the picture represents a former you, as well as who you are today.

**Product or Performance:** Personal Essay with Pictures (of you Then and Now)

**Standards for Success:**
- Clear indication of personal change and growth
- Effective use of narrative tools
- Clear development of personal voice through diction and syntax

**Suggested Resources**
- Video Clips of Comedic Performances (general)
- “The Lunch Date” (Short Film)
- Angelou, Maya. “I Know Why the Caged Bird Sings.”
- Alvarez, Julia. “First Muse.”
- Darwish, Mahmoud. “Identity Card.”
- *The Best American Essays.*
• Tan, Amy. “Mother Tongue.”
• Sedaris, David. “The Drama Bug.”
• Kingston, Maxine Hong. “No Name Woman.”
• White, E.B. “Once More to the Lake.”
• Jackson, Shirley. “Charles.”
• Holland, Jason. “The Bridge.”
• Orwell, George. “Shooting an Elephant.”
• Selzer, Richard. “The Knife.”
• Tan, Amy. “Snapshot: Lost Lives of Women.”
• Stanton, Elizabeth Cady. “You Should Have Been a Boy.”
• Kozol, Jonathan. “Carla Hawkins.”
• Hwang, Caroline. “The Good Daughter.”
• Gansberg, Martin. “38 Who Saw Murder Didn’t Call Police.”
• Nyman, Tania. “I Have a Gun.”
• Houston, James P. “The Hip Plumber.”
New Milford Public Schools

Committee Members:
Emily Bosson, Shannon Proehl
Unit 1.2: Race in Literature

Course/Subject: Diverse Voices
Grade Level: 12
# of Weeks: 4.5

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- **RL.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RL.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **RL.5.** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- **RL.6.** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- **RI.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- **RI.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- **RI.8.** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- **RI.9.** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- **W.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the
most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

- **W.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)

- **SL.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

  a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

  b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

  c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- **SL.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

- **SL.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

- **L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

  a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

  b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

- **L.2.** Demonstrate command of the conventions of standard English
capitalization, punctuation, and spelling when writing.
  a. Observe hyphenation conventions.
  b. Spell correctly.

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<th>Essential Questions</th>
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<td>Generalizations of desired understanding via essential questions (Students will understand that …)</td>
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<tr>
<td>● A person’s race influences his/her identity.</td>
<td>● How does a person’s race influence his/her identity?</td>
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<tr>
<td>● Trauma is part of the human experience and shapes identity.</td>
<td>● How do traumatic experiences shape a person’s identity?</td>
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<tr>
<td>● Racial prejudice and discrimination often lead to a shared group identity.</td>
<td>● How do racial prejudice and discrimination lead to a shared group identity?</td>
</tr>
<tr>
<td>● Prejudice due to race and prejudice due to gender can result in an added burden on an individual.</td>
<td>● How do prejudices due to race and gender lead to additional oppression?</td>
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<td>What students should know and be able to do</td>
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Students will know the following:
- Historical context of *Beloved*
- Strategies for finding appropriate textual evidence to support analysis
- How authors make choices concerning text structure
- The differences among satire, irony, sarcasm, and understatement
- Elements of an effective argument, including a thesis statement, supporting evidence, and counterarguments with concessions/rebuttals
- The conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Students will be able to do the following:
- Contextualize *Beloved* using information presented by the instructor
- Analyze and argue points in the text concerning theme and voice
- Use textual evidence to support analysis
- Evaluate the author’s choices concerning text structure
- Identity examples and evaluate use of satire, irony, sarcasm, and understatement
- Write and present effective arguments
- Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing
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<tr>
<td>• Integrity</td>
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<td>• Acceptance</td>
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<th>Technology Competencies</th>
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<td>• Research and media skills and understandings are embedded throughout the standards rather than treated in a separate section.</td>
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<th>Develop Teaching and Learning Plan</th>
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<td>Teaching Strategies:</td>
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<tr>
<td>• Provide poetry dealing with the issues of race and identity</td>
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<tr>
<td>• Use technology to present historical context for <em>Beloved</em></td>
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<tr>
<td>• Present historical documents related to slavery and racism in the US</td>
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<td>• Facilitate discussion of Morrison’s non-linear organization of the text</td>
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<tr>
<td>• Model strategies for analyzing language and structure</td>
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<tr>
<td>• Explain the difference between literal and metaphorical word meanings</td>
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<tr>
<td>• Facilitate student-led discussions about the issues of race, gender, trauma, and motherhood in <em>Beloved</em></td>
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<tr>
<td>• Show and discuss video of Toni Morrison discussing her methodology behind writing <em>Beloved</em></td>
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<tr>
<td>• Present Peggy McIntosh’s article “White Privilege: Unpacking the Invisible Knapsack”</td>
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<tr>
<td>• Provide graphic organizers to help students identify elements of an argument within a nonfiction text</td>
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<tr>
<td>• Ask students to evaluate the effectiveness of McIntosh’s article</td>
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<tr>
<td>• Ask students to consider Sethe’s culpability for killing her daughter</td>
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<tr>
<td>• Instruct students in how to write a clear, specific, and argumentative thesis statement</td>
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<tr>
<td>• Facilitate the writing process as students compose argumentative essays</td>
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<tr>
<td>• Discuss the importance of counterarguments and model how to integrate counterarguments and rebuttals/concessions into an argumentative essay</td>
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<td>• Listen to students’ arguments and assess their ability to write and deliver a thorough and effective argument</td>
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<th>Learning Activities:</th>
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<tr>
<td>• Read, annotate, and analyze poetry focusing on the issues of race and identity</td>
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<td>• Write guided notes on the historical context provided by teacher</td>
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<tr>
<td>• Visually represent Morrison’s structure using graphic organizer</td>
</tr>
<tr>
<td>• Evaluate in writing the effectiveness of Morrison’s narrative strategy</td>
</tr>
<tr>
<td>• Closely read selected passages of <em>Beloved</em>, paying attention to the language used</td>
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<tr>
<td>• Choose one passage from <em>Beloved</em> in which the meaning is not directly stated and analyze that passage with a partner</td>
</tr>
<tr>
<td>• Analyze language and structure using strategies learned during unit 1.1</td>
</tr>
</tbody>
</table>
- Lead and participate in discussions dealing with issues raised in *Beloved*
- Respond to Toni Morrison's interview through writing
- Read and annotate "White Privilege: Unpacking the Invisible Knapsack"
- Use graphic organizer to identify thesis and supporting arguments in McIntosh’s article
- Complete an exit ticket that evaluates the effectiveness of McIntosh’s argument
- Assert opinion regarding Sethe’s culpability for killing her daughter
- Write thesis for argumentative essay regarding Sethe’s culpability
- Compose argumentative essay using textual support
- Integrate counterarguments and rebuttals/concessions into writing
- Orally present argument to class

**Assessments**

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<th>Performance Task(s)</th>
<th>Other Evidence</th>
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<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
</tr>
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</table>

- **Goal:** Determine Sethe’s culpability for killing her daughter
- **Role:** Prosecutor or Defense Attorney
- **Audience:** Jurors
- **Situation:** Sethe is being put on trial for killing her daughter. Based on your personal opinion, you must assume the role of Prosecutor or Defense Attorney and deliver an oral argument in which you explain your opinion, citing evidence from the situation.
  - **Product or Performance:** Oral arguments pertaining to Sethe’s culpability
  - **Standards for Success:**
    - Thorough and textually-based argument
    - Historical context considered
    - Clear and powerful speech
  - Participation in classroom discussions
  - Completion of dialectical journals
  - Performance on reading quizzes, exit tickets, and alternative assessments
  - Completion of analytical writing assignment focusing on Morrison’s language and structure
<table>
<thead>
<tr>
<th>Resource</th>
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<tbody>
<tr>
<td>• McIntosh, Peggy. <em>White Privilege: Unpacking the Invisible Knapsack</em></td>
</tr>
<tr>
<td>• Truth, Sojourner. “Ain’t I a Woman.”</td>
</tr>
<tr>
<td>• Poetry by Langston Hughes, Maya Angelou, Gwendolyn Brooks, Rita Dove</td>
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<tr>
<td>• Kochiyama, Yuri. “Then Came the War.”</td>
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<tr>
<td>• Tatum, Beverly Daniel. “Defining Racism: ‘Can We Talk?’”</td>
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<tr>
<td>• Osajima, Keith. “Internalized Racism.”</td>
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<tr>
<td>• “Three-Fifths Compromise”: <em>The U.S. Constitution</em>, Article 1, Section 2</td>
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New Milford Public Schools

Committee Members:
Emily Bosson, Shannon Proehl
Unit 2.1: Ethnicity and Religion in Literature

Course/Subject: Diverse Voices
Grade Level: 12
# of Weeks: 4.5

Identify Desired Results

Common Core Standards

- **RL.7.** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- **RI.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- **RI.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **RI.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **RI.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **W.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  f. Provide a concluding statement or section that follows from and supports
the information or explanation presented (e.g., articulating implications or the significance of the topic).

- **W.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **W.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.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **W.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
- **SL.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **SL.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalizations of desired understanding via essential questions (Students will understand that …)</td>
<td>Inquiry used to explore generalizations</td>
</tr>
<tr>
<td>• Discrimination is an internalized problem that results from societal norms and expectations.</td>
<td>• How and why is discrimination an internalized problem that results from society?</td>
</tr>
<tr>
<td>• Social, economic, and political discrimination continues in modern day America.</td>
<td>• How and why does social, economic, and political discrimination continue in the United States today?</td>
</tr>
<tr>
<td>• To combat discrimination one must first understand how it originates and survives within society.</td>
<td>• How and why does discrimination originate within society and what can a society do to combat discrimination?</td>
</tr>
<tr>
<td>• There are multiple ways to “voice” problems and solutions concerning discrimination.</td>
<td>• How can one use texts (both written and multimedia) to better understand the nature of discrimination?</td>
</tr>
<tr>
<td></td>
<td>• In what ways can one lend a voice to the issue of discrimination?</td>
</tr>
</tbody>
</table>

| Expected Performances |  |
|-----------------------|  |
| What students should know and be able to do |  |

Students will know the following:

- Group discussion etiquette
- How to identify a thesis within a nonfiction article
- The variety of cultural, ethnic, and religious backgrounds existing in the United States
- Issues of stereotyping, bias, and discrimination that continue to exist in the U.S.
- Origins of discrimination and the nature of discrimination
- What it means to synthesize information
- Qualities of an effective thesis statement
- How to find, use, and appropriately cite information taken from outside sources
- Various forms of technology (e.g., Google Presentation, PowerPoint, Prezi) available for presentations

Students will be able to do the following:

- Participate in literature circles as a way to better understand a text and/or issue
- Identify examples of stereotyping, bias, and discrimination currently operating in society
- Synthesize various voices in a carefully composed paper
- Find credible sources to support ideas
- Write compelling and engaging thesis statements for a variety of purposes
- Compose organized and informative expository pieces
- Organize and present findings using technology
### Character Attributes

- Responsibility
- Compassion
- Perseverance

### Technology Competencies

- Research and media skills and understandings are embedded throughout the standards rather than treated in a separate section.

### Develop Teaching and Learning Plan

#### Teaching Strategies:

- Organize students into literature circles to examine fiction and nonfiction texts composed by authors of various ethnic and religious backgrounds.
- Facilitate class discussion in which students discuss issues presented in the texts.
- Present the article “The Problem: Discrimination” by U.S. Commission on Civil Rights.
- Encourage students to make connections between the article and the texts read in literature circles.
- Lead a guided reading of Sherman Alexie’s “Because My Father Always Said He Was the Only Indian Who Saw Jimi Hendrix Play The Star-Spangled Banner at Woodstock.”
- Show *Smoke Signals*, a film adaptation of Alexie’s “Because My Father”
- Provide students with other texts depicting the contemporary Native American experience, including a documentary, interview, poem, and essay.
- Assign students a composition focusing on the contemporary Native American experience, in which they must synthesize three of the texts presented to them in class.
- Instruct students how to compose a thesis appropriate for a synthesis paper.
- Instruct students how to organize a synthesis paper.
- Model how to use proper citations within a synthesis paper.
- Review MLA formatting.
- Facilitate the writing process, including planning, drafting, revising, and polishing.
- Design research-based news assignment focusing on a contemporary example of discrimination within our society.
- Review the research resources available through the Library Media Center.
- Provide students with time to conduct research.
- Provide students with examples of news articles to serve as exemplars.
- Facilitate students as they engage in the writing process.
- Review the various forms of technology available to students for their presentation.

#### Learning Activities:

- Examine and respond in literature circles to a fiction or nonfiction text.
- Take notes on important moments in the text.
- Share ideas discussed in literature circles with the class.
- Read and annotate “The Problem: Discrimination”
- Make connections between the article and the literature circles texts by completing a written analytical response
- Read “Because My Father” and answer guided reading questions
- View Smoke Signals, making notes on how this film adapts and changes the original story
- Complete an exit ticket comparing and contrasting the film adaptation with the original story
- Read and view other texts related to the contemporary Native American experience
- Take notes on the commonalities among the various texts, as well as the unique features and content of each text
- Compose a clear, specific, and analytical thesis for synthesis essay
- Construct an outline for synthesis essay
- Successfully format paper and cite and document sources according to MLA guidelines
- Compose a polished synthesis essay
- Utilize Library Media Center resources to conduct research on a contemporary example of discrimination
- Compose a news article that clearly and effectively informs readers about the issue
- Create a technology-based presentation that utilizes text and images to convey information
- Present issue and article to class using technology

### Assessments

<table>
<thead>
<tr>
<th>Performance Task(s)</th>
<th>Other Evidence</th>
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<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
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</tr>
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</table>

**Goal:** Write an article focused on a contemporary example of discrimination

**Role:** Newspaper Reporter

**Audience:** Newspaper Readers

**Situation:** You are a newspaper reporter assigned to investigate and report on discrimination in contemporary society. After thoroughly researching your topic, you will compose a well-written article informing readers about the issue.

**Product or Performance:** A research-based news article and technology-based

- Participation in literature circles
- Written responses to guided reading questions
- Participation in whole group discussions
- Performances on reading quizzes, both announced and unannounced
- Performance on analytical writing assignments
- Completion of synthesis composition
### Standards for Success:
- Cohesive, organized, and informative composition
- Compelling and engaging thesis that effectively states the article’s purpose
- Research using credible sources
- Participation in all elements of writing process
- Presentation of findings using technology

### Suggested Resources
- *Smoke Signals*
- *I Belong to This*
- Fayad, Mono. “The Arab Woman and I.”
- Article about Jabari Parker. *Sports Illustrated.*
- Tafoya, Sonya. “Shades of Belonging: Latinos and Racial Identity.”
- Rothschild, Matthew. “Muslim-American Running Back off the Team at New Mexico State.”
## New Milford Public Schools

<table>
<thead>
<tr>
<th>Committee Members:</th>
<th>Course/Subject: Diverse Voices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Bosson, Shannon Proehl</td>
<td>Grade Level: 12</td>
</tr>
<tr>
<td>Unit 2.2: Sexuality in Literature</td>
<td># of Weeks: 4.5</td>
</tr>
</tbody>
</table>

### Identify Desired Results

#### Common Core Standards

- **RL.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RL.9.** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- **RL.10.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **W.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  e. Provide a concluding statement or section that follows from and supports the argument presented.
- **W.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.10.** 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.
- **SL.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

- **SL.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
  
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
  
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
  
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- **L.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.

### Enduring Understandings

<table>
<thead>
<tr>
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<tr>
<td>Generalizations of desired understanding via essential questions (Students will understand that …)</td>
<td>Inquiry used to explore generalizations</td>
</tr>
<tr>
<td>The Harlem Renaissance affected African Americans and their representation in art and literature.</td>
<td>How did the Harlem Renaissance affect the African American race and their representation in art and literature?</td>
</tr>
<tr>
<td>“Racial uplift” was an important component of the Harlem Renaissance and was represented in literature and art of the period.</td>
<td>What is “racial uplift” and how is the concept represented in literature and art of the Harlem Renaissance?</td>
</tr>
<tr>
<td>A myriad of common stereotypes existed about African American females and males, and some still exist today in art and media.</td>
<td>What are the major stereotypes associated with African American males and females? What are the histories of these stereotypes, and how do they affect our modern-day perceptions?</td>
</tr>
<tr>
<td>The female artist was an integral part of the Harlem Renaissance.</td>
<td></td>
</tr>
<tr>
<td>Sexuality, gender, and race affect a</td>
<td></td>
</tr>
</tbody>
</table>

Enduring Understandings

Essential Questions

How did the Harlem Renaissance affect the African American race and their representation in art and literature?

What is “racial uplift” and how is the concept represented in literature and art of the Harlem Renaissance?

What are the major stereotypes associated with African American males and females? What are the histories of these stereotypes, and how do they affect our modern-day perceptions?
<table>
<thead>
<tr>
<th>person’s perceptions of identity.</th>
<th>What role did the female African American artist play in the Harlem Renaissance? How does this role differ from the male role?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues of sexuality are heavily debated within contemporary society.</td>
<td>How do sexuality, gender, and race affect a person’s individual sense of identity?</td>
</tr>
<tr>
<td></td>
<td>In what ways is sexuality being debated in contemporary society?</td>
</tr>
</tbody>
</table>

**Expected Performances**
What students should know and be able to do

Students will know the following:
- The history and causes of the Harlem Renaissance
- The concept of “racial uplift” and its importance in literature from this time period
- Common stereotypes associated with African Americans, the history of these stereotypes, and their relevance today
- The role of the African American female artist during the Harlem Renaissance and how this role differed from the male role
- How sexuality, gender, and race all define individuals in their communities

Students will be able to do the following:
- Analyze the use of poetic devices to determine the overall meaning of a poem
- Apply historical background to the analysis of a text
- Use technology to present findings
- Utilize strong presentation skills
- Write routinely for extended periods of time
- Use analytical skills to determine the overall meaning of piece(s) of literature
- Determine the connotative and denotative meaning of words

**Character Attributes**

- Cooperation
- Loyalty
- Citizenship

**Technology Competencies**

- Research and media skills and understandings are embedded throughout the standards rather than treated in a separate section.

**Develop Teaching and Learning Plan**

Teaching Strategies:
- Provide students with a guided research sheet focused on the Harlem Renaissance
- Instruct students on credible sources and how to find them
• Review MLA formatting & proper citations
• Instruct students on how to successfully present findings using technology
• Review poetic devices while modeling a poetry analysis
• Facilitate a discussion concerning *Imitation of Life*, referring to historical context and the representation of “passing” in the media
• Provide students with discussion tools, such as “Uno” cards and fishbowl discussions to promote student-to-student conversation
• Review characterization, POV, diction, syntax, and figurative language with students to provide scaffolding for analysis of theme
• Provide critical thinking questions focused on the literature to guide students in analytical responses
• Facilitate discussion about the issues of sexuality in the text
• Provide literature about Rhinelander case
• Use W.E.B DuBois’s review of Larsen’s *Passing* to discuss reception of the novel during its time period
• Provide samples of book reviews and instruct students to note the components and structure of an effective book review
• Facilitate students in all aspects of the writing process as they compose book reviews
• Prompt students to find news articles related to issues of sexuality (e.g., same-sex marriage)

Learning Activities:
• Research the Harlem Renaissance
• Find credible sources for their research
• Cite research in proper MLA style
• Present findings utilizing technology
• Analyze poetry using poetic devices to find overall meaning
• Analyze literature using critical thinking questions
• Discuss *Imitation of Life* and the references to passing in the media beginning in the early twentieth century and continuing in the current media
• Discuss the literature and the nuances within the text with classmates
• Discuss the author’s use of characterization, POV, diction, syntax, and figurative language and how these literary elements develop an overall theme
• Participate in discussion about the issues of sexuality in the text
• Compare and contrast the Rhinelander case with *Passing*
• Work in partners to analyze the components and structure of an effective book review
• Critique and analyze W.E.B DuBois’s review of *Passing* and apply historical understandings to determine purpose of review
• Engage in all aspects of the writing process to compose a polished book review that is ready for publication
• Find news articles related to issues of sexuality and present to classmates
• Complete journal responses related to issues of sexuality presented in class

Assessments
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**Goal:** Book Review, Thesis-Driven Paper  

**Role:** Literary Critic  

**Audience:** Literary Critics & Mainstream  

**Situation:** You are a literary critic replying to W.E.B DuBois’s harsh review of *Passing*. You are replying from the future. Using your knowledge of the work as a whole and the specific literary devices employed in the novel, argue W.E.B DuBois’s misreading of the book. Support your reading of *Passing* with historical evidence and literary devices.  

**Product or Performance:** Book Review  

**Standards for Success:**  
- Strong thesis with clear stance  
- Evidence from both the novel and historical references  
- Clear understanding of original review  
- Mastery of the text as a whole  
- Mastery of literary elements discussed and the purpose for their usage  
- Clear grammar and consistent use of the academic voice  

- Strong presentation of historical context  
- Successful completion of poetic analyses  
- Successful completion of formative assessments, such as passage analyses  
- Focused participation in classroom discussion  
- Consistent reference to the novel during discussions and written work  
- Questions referring to developments in the text

**Suggested Resources**  
- *Passing* by Nella Larsen  
- “Heritage” by Countée Cullen  
- *Imitation of Life* (1934 & 1959), Film  
- W.E.B DuBois Book Review of Laren’s *Passing*  
- Short stories from Chester Himes and Langston Hughes  
- Poetry from Langston Hughes  
- Chopin, Kate. “Desiree’s Baby.”