

# **South Orange & Maplewood School District English Language Arts Grade 11-12 The African Diaspora**



**South Orange Maplewood  
School District  
Department of Curriculum &  
Instruction  
December 2013**

South Orange & Maplewood  
English Language Arts Grades 11-12  
The African Diaspora

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**ACKNOWLEDGEMENTS**

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This survey course will provide students with

- A. An awareness and appreciation of African and African-American Literature and Literary Traditions from ancient to contemporary times.
- B. An understanding of the common thematic, stylistic, cultural, and political links that connect the literature of Africa to that of Black writers from the Americas and other parts of the Diaspora.
- C. Opportunities to examine and reflect on readings and discussions through several modes of writing and other project work including but not limited to: journal entries, oral presentations, a research project, written literary analyses, and personal narratives.

**Unit 1: Africa Unite - African Roots and American Identity**

**Unit Overview:**

**In this introductory unit, students will be introduced to the concept of diaspora, and begin to explore the role displacement has played in the history and development of people of both the African continent and the Americas.**

**This unit also introduces the following skills:**

- Unit vocabulary
- Close readings of complex texts (essay, speeches, poetry, short story, and memoir)
- Analysis of argument in terms of both form and content.
- Examination and analysis of first-person point-of-view and how it shapes the narrative or persuasive voice of the author/speaker

Essential Questions	Enduring Understandings
<p>1. What is the African Diaspora?</p> <p>2. What does it mean to be both African and American?</p> <p>3. How have people of African descent contributed to the development and the definition of the Americas?</p> <p>4. Can one have a true knowledge of what it means to be of African ancestry without truly knowing Africa?</p>	<p>Group Discussions: Students will address the following questions, among others, via varying modes of discussion, including but not limited to Socratic seminars, think-pair-shares, and fishbowls.</p> <ul style="list-style-type: none"> <li>• Explain what Du Bois means by the term “color-line” and cite examples of how it functioned in the lives of African-Americans in 1903.</li> <li>• Discuss the situations in which the color-line might still function in today’s society.</li> <li>• Explain the “Veil” that Du Bois mentions throughout his text.</li> <li>• Considering the importance of point of view, discuss whether Du Bois is a product of life within the Veil or outside of it.</li> <li>• Consider how the very premise of Garvey’s UNIA movement is a rejection of DuBois’s idea of a “double-consciousness.”</li> <li>• Garvey’s back to Africa movement ultimately failed for numerous reasons. In your opinion are there any circumstances under which it could have worked?</li> <li>• How do compositional techniques and literary devices like juxtaposition, allusion, and parallel structure contribute to the effectiveness of the DuBois and Garvey texts?</li> <li>• As we read from All God’s Children Need Traveling Shoes, look for illustrations of the author’s own “double-consciousness.” How does she ultimately come to terms with this? <ul style="list-style-type: none"> <li>• Reflect on the significance of the title of Maya Angelou’s book.</li> <li>• All God’s Children Need Traveling Shoes illustrates the adage that says “you can’t go home again.” Does the film Bronx Princess support or refute this? Consider how each piece seems to define the concept of “home.”</li> </ul> </li> </ul>

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**Classroom Application**

**Independent Reading/Research:**

- Research using the Internet and a book so that a student reads both writing about and by the Journalistic Alter Ego
- Reading 3 chapter segments of Moving Violations in preparation for group discussions and presentations for whole class discussions
- Reading with different focus on Hockenberry's commentary on human nature in chapters 19-24 of Moving Violations

**Materials/Student Resources:**

- a. from The Souls of Black Folk (DuBois)
  - b. "Africa for Africans" and "The Future as I See It" (Garvey)
  - c. from "I Speak of Freedom" (Nkruma)
  - c. "Everyday Use" by Alice Walker
  - d. All God's Children Need Traveling Shoes (Angelou)
- DVDS and/or Other Media :  
Bronx Princess (film-PBS(POV))

**Databases through school media center:**

- Bloom's Literary Reference Center (FoF)
- African-American History
- JSTOR
- Literature Resource Center (GALE)
- NoveList Plus (EBSCO)
- Student Resources in Context
- World History-Ancient & Medieval Eras
- World History-The Modern Era

**Works Cited:**

Angelou, Maya. All God's Children Need Traveling Shoes. New York: Random House, 1986. Print

DuBois, W.E.B., "Of Our Spiritual Strivings" from The Souls of Black Folk  
[http://python.paideiaschool.org/~simama.nisha/S01622FB3.0/The\\_Souls\\_of](http://python.paideiaschool.org/~simama.nisha/S01622FB3.0/The_Souls_of)

Garvey, Marcus, "Africa for the Africans"  
<http://people.ehe.osu.edu/bgordon/files/2012/06/Appendix-VI1.pdf>

Garvey, Marcus, "The Future As I See It"  
<http://www.pbs.org/wgbh/amex/garvey/tguide/index.html#hist>

Jacklin, Laura C., "Looking Through Others' Eyes-Literature and the Double Self in the 20th Century"  
<http://www.tip.sas.upenn.edu/curriculum/units/2007/05/07.05.03.pdf>

Reading Guide

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National Humanities Center, W. E. B. Du Bois, *The Souls of Black Folk*, 1903,  
Ch. 1, "Of Our Spiritual Strivings"  
<http://nationalhumanitiescenter.org/pds/maai2/identity/text2/text2read.htm>

Nkrumah, Kwame, for "I Speak of Freedom"  
<http://www.fordham.edu/halsall/mod/1961nkrumah.html>

Walker, Alice. "Everyday Use"  
<http://faculty.weber.edu/jyoung/English%206710/Everyday%20Use.pdf>

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DELINEATION OF UNIT OBJECTIVES FOR LESSON WORK		
Unit Title:		
National Core Anchor Standard	Grade Level Specific Standards as Student Objectives for lesson work (Students will be able to...)	Core Text Activities
College & Career Readiness For Reading Standards #1, 2, 4, 5, 6, 7,  College & Career Readiness Speaking Standards #1, 2, 4  College & Career Readiness Writing Standards #1, 2, 4, 5, 7, 8, 9  College & Career Readiness Language Standards #1, 2, 3, 4, 5, 6	<p>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 things uncertain.</p> <p>RI 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a text.</p> <p>RI 7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.</p> <p>RL 10. Read informational text independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments in which they a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced,</p> <p>b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim,</p> <p>c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases, e. provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p>	<p><b>SUGGESTED SUMMATIVE ASSESSMENTS:</b></p> <p>1. Students work with a partner to write a dialogue between Marcus Garvey and one of his African American critics, such as W.E.B. Du Bois. For background, use online databases for research, and consult readings such as Garvey's putdown of Du Bois, "A Barefaced Coloured Leader," Garvey's "Look for Me in the Whirlwind" message from the Atlanta Prison, Garvey's Statement of Arrest, the "Garvey Must Go" letter written by black leaders opposed to Garvey, and other essays on A. Philip Randolph, the "Garvey Must Go" Campaign, and W.E.B. Du Bois. Then read your dialogue to the class. (PBS.org)</p> <p>2. Using Maya Angelou's experiences in Ghana as a lens, write an essay evaluating the feasibility of Marcus Garvey's ideas about black nationalism and the ideal of a united "Negro" republic.</p>

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	<p>W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience.</p> <p>W5. 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.</p> <p>W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.</p> <p>W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	
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**Unit 2: Three Little Birds--The Oral Tradition and African and African-American Folklore**

This unit will engage students in an exploration of the educational, cultural, and artistic importance of storytelling throughout Africa and the Diaspora, including its modern-day manifestations in art-forms such as spoken word poetry and hip-hop.

**Unit Overview:**

This unit will engage students in an exploration of the educational, cultural, and artistic importance of storytelling throughout Africa and the Diaspora, including its modern-day manifestations in art-forms such as spoken word poetry and hip-hop.

This unit also introduces the following skills:

- Unit vocabulary
- Close readings and analysis of texts (epic poetry, proverbs, folktales, rap lyrics),
- Oral reading, speaking and formal presentation.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"><li>• Why tell stories? What purpose did myths serve for ancient peoples in general, and Africans in particular?</li><li>• What is a griot? How has hip-hop adopted and reinterpreted the role of the griot?</li><li>• How is the legacy of the rich tradition of African storytelling still relevant?</li><li>• What can be learned about the inter-connectedness of Diasporan cultures by examining the stylistic, thematic, or structural patterns of proverbs and stories?</li></ul>	<p>Group Discussions: Students will address the following questions, among others, via varying modes of discussion, including but not limited to Socratic seminars, think-pair-shares, and fishbowls.</p> <ul style="list-style-type: none"><li>• Why hasn't the ancient art of storytelling disappeared today?</li><li>• Of what value are oral traditions today</li><li>• In general, in what areas has modernization had its greatest impact on African oral traditions?</li><li>• What parallels are there between African oral traditions and anything comparable in the United States?</li><li>• As even more modern forms of technology spread throughout Africa, what might their effect be on oral traditions?</li></ul>

### Classroom Application

#### Independent Reading/Research:

- Research using the Internet and a book so that a student reads both writing about and by the Journalistic Alter Ego
- Reading 3 chapter segments of *Moving Violations* in preparation for group discussions and presentations for whole class discussions
- Reading with different focus on Hockenberry's commentary on human nature in chapters 19-24 of *Moving Violations*

#### Materials/Student Resources:

- a. African proverbs and myths
- b. from *Sundiata*, an epic of Old Mali
- c. from *Mules and Men*\* (Hurstun)
- d. from *The Magic Orange Tree*- (Haitian Folk Tales)

#### DVDS and other media:

*African Playground* (CD-Putumayo)

"Say It Loud-I'm Black and I'm Proud"- James Brown (YouTube)

"The Breaks" – Kurtis Blow (YouTube)

#### Databases through school media center:

- Bloom's Literary Reference Center (FoF)
- African-American History
- JSTOR
- Literature Resource Center (GALE)
- NovelList Plus (EBSCO)
- Student Resources in Context
- World History-Ancient & Medieval Eras
- World History-The Modern Era

#### Works Cited:

Hurstun, Zora Neale. *Mules and Men*. New York: Perennial Library, 1990. Print

Niane, Djibril Tamsir., David W. Chappell, and Jim Jones. *Sundiata: An Epic of Old Mali*. Harlow, England: Pearson Longman, 2006. Print.

72 Best African Proverbs. <http://afritorial.com/the-best-72-african-wise-proverbs/>

Sundiata Keita: The Lion King. [http://jacksonbbrown.com/ss/wp-content/uploads/2012/08/Sundiata\\_Keita\\_the\\_Lion\\_King.pdf](http://jacksonbbrown.com/ss/wp-content/uploads/2012/08/Sundiata_Keita_the_Lion_King.pdf)

Wolkstein, Diane, and Elsz Henriquez. *The Magic Orange Tree: And Other Haitian Folktales*. New York: Knopf, 1978. Print.

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Unit 2: Three Little Birds--The Oral Tradition and African and African-American Folklore		
National Core Anchor Standard	Grade Level Specific Standards as Student Objectives for lesson work (Students will be able to...)	Core Text Activities
<p>College &amp; Career Readiness For Reading Standards #1, 2, 4, 5, 6, 7,</p> <p>College &amp; Career Readiness Speaking Standards #1, 2, 4</p> <p>College &amp; Career Readiness Writing Standards #1, 2, 4, 5, 7, 8, 9</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>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 things uncertain.</p> <p>RI 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a text.</p> <p>RI 7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.</p> <p>RL 10. Read informational text independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments in which they a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced, b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim, c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases, e. provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p> <p>W4. Produce writing in which the organization, development, and substance and style are</p>	<p>STUDENTS WILL BE ABLE TO...</p> <ol style="list-style-type: none"> <li>1. Describe different forms of African American oral traditions and explain their different purposes (e.g., proverbs, folktales, epic narratives, etc.).</li> <li>2. Demonstrate basic understanding of how proverbs work in an African and an American context and identify parallels between African and slave proverbs.</li> <li>3. Explain how different types of music forms were used (focusing on "call and response" and identify their different characteristics.</li> <li>4. Describe similarities and identify connections between African American and African oral traditions.</li> <li>5. Apply knowledge of African American oral and folk traditions to analyzing and interpreting African American literature</li> </ol> <hr/> <p><b>SUGGESTED ACTIVITIES/ASSESSMENT(S):</b></p> <p><b>A.</b></p> <ol style="list-style-type: none"> <li>1. Have the students choose several animals and among several morals (i.e. being truthful, respectful or loyal) and motifs.</li> <li>2. Have them work in pairs or groups to develop an original folktale, rap, or folk song incorporating the call and response technique.</li> <li>3. Have the students present their stories to the class orally, while engaging the class in the call and response portion of their story.</li> <li>4. As a follow-up, invite the class to evaluate their classmates by making connections to any African oral traditions they have encountered in the unit's readings.</li> </ol> <p><b>B.</b> Students will write an essay response in response to at least four of the short texts in the unit, focusing on</p> <ol style="list-style-type: none"> <li>1. Their significance in defining common</li> </ol>

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	<p>appropriate to task, purpose, and audience.</p> <p>W5. 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.</p> <p>W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.</p> <p>W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	<p>cultural or other values between indigenous African cultures and African-American culture.</p> <p>2. Their interpretations of nature and man's role within it.</p> <p>3. Their use of language, imagery, symbolism etc.</p>
College & Career Readiness For Reading	<p>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 things uncertain.</p> <p>RL 2. Analyze how multiple themes or central ideas</p>	

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Standards #1, 2, 4, 5, 10	in a text interact, build on, and, in some cases, conflict with one another. RL 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	
College & Career Readiness Writing Standards #1, 2, 4, 5	RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a text. RL 6. Analyze an author's use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text.	
College & Career Readiness Speaking Standards #1, 4	RL 10. Read literature independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed. W1. Write arguments W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience. W5. 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.	
College & Career Readiness Language Standards #1, 2, 3, 4, 5, 6	SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class. a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions, b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making, c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions, d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task, e. Evaluate whether the team has met its goals. L1. Observe conventions of grammar and usage. L2. Observe conventions of capitalization, punctuation, and spelling L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.	

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**Unit Three: Slave Driver--Slavery and Imperialism, A Common Bondage**

**Unit Overview:** In this unit, students will read and analyze first-hand accounts of American slavery, alongside the works of contemporary African writers responding to the impact of colonialism. Students will explore how each of these historical phenomena has impacted the Diaspora culturally, socio-economically, and psychologically.

**This unit also introduces the following skills:**

- Unit vocabulary
- Reading and analysis of personal narrative for form and content.
- Introduction to rhetorical devices
- Writing an engaging personal narrative/practice college essay

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• Who were Africans before the trans-Atlantic slave trade?</li> <li>• What is “otherness” and how did it contribute to rationalizing slavery and colonialism, both of which were rooted in economics (not race)?</li> <li>• How did Blacks come to internalize this “otherness”, often resulting in a form of self-induced (mental) slavery?</li> </ul>	<p>Group Discussions: on Wheatley and Equiano Texts:</p> <ul style="list-style-type: none"> <li>• Consider why Olaudah Equiano goes to such lengths to describe his life in Africa prior being taken captive aboard the slave ship. Why is this information crucial to both his narrative and to his own (and his audience’s) sense of life in 18th Century West Africa?</li> <li>• How might the poem “On Being Brought from Africa to America” reflect Phillis Wheatley’s internalization of “otherness”? How might it simultaneously be interpreted as a mild protest against “otherness”?</li> </ul> <p>Socratic Seminar Questions for No Longer At Ease:</p> <ul style="list-style-type: none"> <li>• How does the novel reflect the tension between the English and Nigerians concerning the culture and traditions even near the end of the formal colonial period?</li> <li>• Achebe emphasizes the fact that when Obi returns home from getting the "good" education in England, he has a hard time adjusting to certain changes. If you were to go away like Obi did and come back home to find that everything you’ve ever known has changed, how do you think you would react? Would you share the same feelings as Obi? Would it have the same impact on your life and culture?</li> <li>• Nigerians feel that it is important to know one’s heritage and to always be able to define one’s ethnic culture. Why do you think they value their culture so highly? Do Americans value their culture in the same way? Is this different for minority and majority groups?</li> </ul>

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**Classroom Application**

**Independent Reading/Research:**

- Research using the Internet and a book so that a student reads both writing about and by the Journalistic Alter Ego
- Reading 3 chapter segments of Moving Violations in preparation for group discussions and presentations for whole class discussions
- Reading with different focus on Hockenberry's commentary on human nature in chapters 19-24 of Moving Violations

**Materials/Student Resources:**

- a. Poems – (Phillis Wheatley, Frances Harper)
- b. Slave Songs (Spirituals)
- c. Personal narrative(s)/Nonfiction – (Olaudah Equiano, Sojourner Truth, Frederick Douglass, Harriet Jacobs)
- d. Poetry/Short Stories – (Wole Soyinka, Bessie Head, Nadine Gordimer etc.)
- e. Things Fall Apart and No Longer at Ease (Achebe)

**Databases through school media center:**

- Bloom's Literary Reference Center (FoF)
- JSTOR
- Literature Resource Center (GALE)
- NovelList Plus (EBSCO)
- Student Resources in Context
- African-American History Online
- World History-Ancient & Medieval Eras
- World History-The Modern Era

**Works Cited**

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Achebe, Chinua. *Things Fall Apart*. New York: Anchor, 1994. Print.

Equiano, Olaudah. The Interesting Narrative of the Life of Olaudah Equiano. [http://history.hanover.edu/texts/Equiano/equiano\\_ch2\\_a.html](http://history.hanover.edu/texts/Equiano/equiano_ch2_a.html)

Harper, Frances E.W. "The Two Offers"; "Slave Mother"; "Ethiopia." The Prentice Hall Anthology of African-American Literature. Rochelle Smith and Sharon Jones Eds. 2000.

Wheatley, Phillis. "On Being Brought from Africa to America." The Prentice Hall Anthology of African-American Literature. Rochelle Smith and Sharon Jones Eds. 2000

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Unit Title:		
National Core Anchor Standard	Grade Level Specific Standards as Student Objectives for lesson work (Students will be able to...)	Core Text Activities
<p>College &amp; Career Readiness For Reading Standards #1, 2, 4, 5, 6, 7,</p> <p>College &amp; Career Readiness Speaking Standards #1, 2, 4</p> <p>College &amp; Career Readiness Writing Standards #1, 2, 4, 5, 7, 8, 9</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>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 things uncertain.</p> <p>RI 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a text.</p> <p>RI 7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.</p> <p>RL 10. Read informational text independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments in which they a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced, b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim, c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases, e. provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p> <p>W4. Produce writing in which the organization, development, and substance and style are</p>	<p>Students will read <i>No Longer at Ease</i> independently, while the shorter texts in the unit are read and examined mostly in class. Students will complete double-entry journals to document their reading, which will culminate in one or more Socratic seminars.</p> <hr/> <p>The suggested summative assessment for this unit is a processed personal narrative, which can also be used as a practice college essay. As students read and analyze the content and structures of personal narratives from Equiano, Jacobs, Truth, and Douglass, they will develop the ability to:</p> <ol style="list-style-type: none"> <li>1. Choose an appropriate, engaging, and unique topic for their essays.</li> <li>2. Craft an opening that reflects on or recalls a specific experience and motivates their audience to keep reading.</li> <li>3. Develop a focused argument on the edifying nature of the above experience.</li> </ol>



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College & Career Readiness For Reading Standards #1, 2, 4, 5, 10	appropriate to task, purpose, and audience. W5. 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. W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.	
College & Career Readiness Writing Standards #1, 2, 4, 5	W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.	
College & Career Readiness Speaking Standards #1, 4	SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class. a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions, b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making, c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions, d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task, e. Evaluate whether the team has met its goals.	
College & Career Readiness Language Standards #1, 2, 3, 4, 5, 6	L1. Observe conventions of grammar and usage. L2. Observe conventions of capitalization, punctuation, and spelling L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.	

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	<p>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 things uncertain.</p> <p>RL 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a text.</p> <p>RL 6. Analyze an author's use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text.</p> <p>RL 10. Read literature independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments</p> <p>W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience.</p> <p>W5. 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.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p>	
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	<p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	
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**Unit Four: Exodus - The Old Problems of The New Negro**

**Unit Overview:**

Students will use the readings and other materials in this unit to explore African-American issues during in the 50-60 years immediately following the Emancipation Proclamation. These include the rise of violent racism and segregation, and the development of racial consciousness and pride in spite of these. Major figures of The Harlem Renaissance and the Franco-African Negritude Movements are featured here.

This unit also introduces the following skills:

- Unit vocabulary study
- Persuasive essay practice
- Close multi-genre analytical readings (essays, persuasive speech, poetry, short stories, novella, literature in translation)
- Text-supported class discussions

**Essential Questions**

- What was “The Great Migration” and how did it change the face of urban North?
- Why and how did the slavery issue develop into the Negro problem?
- How did the legacy of “otherness” affect African self-perceptions?
- Why are the first 30-40 years of the 20th Century considered such a cultural and literary turning point for African Americans and other Africans throughout the Diaspora?

**Enduring Understandings**

Group Discussions: Students will address the following questions, among others, via varying modes of discussion, including but not limited to Socratic seminars, think-pair-shares, and fishbowls.

- According to Locke, what was The Old Negro? How is The Negro different?
- How is the central theme of Paul Laurence Dunbar’s poem, “We Wear the Mask” mirrored in part of Locke’s essay? What has “renewed self-respect and self-dependence” done to this figurative mask?
- The question at the core of many of the readings in this unit is whether to assimilate or agitate. How would you apply this statement to Washington and DuBois’s differing views on the path to black equality?
- Passing and some of the stories in The Ways of White Folks seem to question the very notion of race. To what extent should we consider the mixed racial heritages of the authors themselves when we study “passing” stories?
- Until fairly recently, Hollywood has a history of showing little interest in depicting Black stories on the big screen. Despite this, a number of films about the “passing” phenomenon, including Imitation of Life, were produced and often commercially successful. Why do you think the notion of “passing” was so fascinating to White America?

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**Classroom Application**

**Independent Reading/Research:**

- Research using the Internet and a book so that a student reads both writing about and by the Journalistic Alter Ego
- Reading 3 chapter segments of Moving Violations in preparation for group discussions and presentations for whole class discussions
- Reading with different focus on Hockenberry's commentary on human nature in chapters 19-24 of Moving Violations

**Materials/Student Resources:**

- a. "On Mr. Booker T. Washington and Others" ( DuBois)
- b. "The Atlanta Exposition Address" (Washington)
- b. Poetry: Dunbar, Hughes, J.W. Johnson, Cullen, McKay, Senghor(Senegal), Césaire (Martinique) et. al.
- c. The Ways of White Folks (Hughes)
- d. from "The New Negro" (Locke)
- e. Passing - (Larsen)

**DVDS and Other Media:**

- from Imitation of Life (1959-Douglas Sirk)
- "I'm Livin' in Shame" (The Supremes-1969)

**Databases through school media center:**

- Bloom's Literary Reference Center (FoF)
- JSTOR
- African-American History
- Literature Resource Center (GALE)
- NoveList Plus (EBSCO)
- Student Resources in Context
- World History-Ancient & Medieval Eras
- World History-The Modern Era

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Unit Title:		
National Core Anchor Standard	Grade Level Specific Standards as Student Objectives for lesson work (Students will be able to...)	Core Text Activities
<p>College &amp; Career Readiness For Reading Standards #1, 2, 4, 5, 6, 7,</p> <p>College &amp; Career Readiness Speaking Standards #1, 2, 4</p> <p>College &amp; Career Readiness Writing Standards #1, 2, 4, 5, 7, 8, 9</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>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 things uncertain.</p> <p>RI 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a text.</p> <p>RI 7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.</p> <p>RL 10. Read informational text independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments in which they a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced,</p> <p>b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim,</p> <p>c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases, e. provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p> <p>W4. Produce writing in which the organization, development, and substance and style are</p>	<p>Students will be able to read and/or analyze works from a variety of genres in this unit, encompassing:</p> <ol style="list-style-type: none"> <li>1. Essays (DuBois and Locke)</li> <li>2. Speech (Washington)</li> <li>3. Short stories (Hughes)</li> <li>5. Poetry (Various Poets)</li> <li>6. Novella (Larsen)</li> <li>7. Film</li> <li>8. Music</li> </ol> <p><b>SUGGESTED SUMMATIVE ASSESSMENT:</b> Students will be able to."synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information" in the form of a text-supported persuasive essay which will ask them to consider to what extent any three of the readings or other materials in the unit support the Black assimilation into mainstream American culture or agitation against it.</p>

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	<p>appropriate to task, purpose, and audience.</p> <p>W5. 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.</p> <p>W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.</p> <p>W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	
College & Career Readiness For Reading Standards	<p>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 things uncertain.</p> <p>RL 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict</p>	

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<p>#1, 2, 4, 5, 10</p> <p>College &amp; Career Readiness Writing Standards #1, 2, 4, 5</p> <p>College &amp; Career Readiness Speaking Standards #1, 4</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>with one another.</p> <p>RL 3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>RL 5. Analyze how an author’s choices concerning how to structure a text shape the meaning in a text.</p> <p>RL 6. Analyze an author’s use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text.</p> <p>RL 10. Read literature independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments</p> <p>W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience.</p> <p>W5. 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.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	
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Unit Five: Redemption Songs- Linking the African Literary and Musical Legacies	
<b>Unit Overview:</b> This unit examines the vital role of music in African Cultures in general, as well as its use as a means of social protest and empowerment. The core of this unit is a research project on the Blues and other types of modern protest music throughout the Diaspora.	
This unit also introduces the following skills: <ul style="list-style-type: none"> <li>• Unit vocabulary</li> <li>• Close readings and analysis of texts for atmosphere, mood, diction, and various poetic devices.</li> <li>• Development of research and library skills.</li> <li>• Development of multi-media presentation skills.</li> </ul>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• Why is music such a vital part of African cultures?</li> <li>• What defines the Blues and why is it such an important African-American art form?</li> <li>• How has Black music helped to define American culture in general?</li> <li>• How does the theme of musical/artistic misappropriation function both literally and figuratively in this unit?</li> <li>• How has music contributed to the empowerment of Africans throughout the Diaspora?</li> </ul>	<p>Group Discussions: Students will address the following questions, among others, via varying modes of discussion, including but not limited to Socratic seminars, think-pair-shares, and fishbowls.</p> <p>“1955” Topics/Questions:</p> <ol style="list-style-type: none"> <li>1. Gracie Mae and Traynor are thinly-veiled fictional versions of real(famous) people, however they also symbolize broader American societal ills. How so?</li> <li>2. The story begins in 1955 and ends in 1977. Consider the significance of these dates, as well as those in between.</li> <li>3. Consider how the different fates of Traynor and Gracie Mae suggest that there are two different definitions of success in America. What are they? Which character does Walker suggest is more successful?</li> </ol> <p>Ma Rainey’s Black Bottom Topics/Questions:</p> <p>Is Ma Rainey a feminist character? Why or why not?</p> <ul style="list-style-type: none"> <li>• Power plays a big role in Ma Rainey’s Black Bottom. Who really has the power at each point in the play, and how do they get it? What ‘power plays’ are made throughout the story, and are they successful?</li> <li>• Ma believes that “only black people understand the blues.” Do you agree with this statement? Why or why not?</li> <li>• Ma’s band members have difficulty communicating with one another. If you had to analyze and solve their communication problems, what would you recommend?</li> <li>• Many of the characters, including Levee, Slow Drag and Toledo, tell personal stories throughout the play that have little to do with the actual plot. What purpose does this serve, and why did Wilson include it?</li> <li>• What is the significance of attire in the play (for example,</li> </ul>

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	<p>Levee's shoes)?</p> <ul style="list-style-type: none"> <li>• Music is used as a way to encapsulate a culture and a time period in the play. Describe a time when modern music accomplished this in your life, and explain why it was able to do so.</li> </ul>
<b>Classroom Application</b>	
<p><b>Independent Reading/Research:</b></p> <ul style="list-style-type: none"> <li>• Research using the Internet and a book so that a student reads both writing about and by the Journalistic Alter Ego</li> <li>• Reading 3 chapter segments of Moving Violations in preparation for group discussions and presentations for whole class discussions</li> <li>• Reading with different focus on Hockenberry's commentary on human nature in chapters 19-24 of Moving Violations</li> </ul> <p><b>Materials/Student Resources:</b></p> <ul style="list-style-type: none"> <li>• Ma Rainey's Black Bottom* (Wilson)</li> <li>• "Sonny's Blues" (Baldwin)</li> <li>• "1955" (Walker)</li> </ul> <p><b>DVDS and Other Media:</b></p> <p>Music by Billie Holiday, Bob Marley, Miriam Makeba, Fela Kuti, Duke Ellington, and various Blues, Jazz, and Rock 'n Roll artists.</p> <p><b>Databases through school media center:</b></p> <ul style="list-style-type: none"> <li>• Bloom's Literary Reference Center (FoF)</li> <li>• JSTOR</li> <li>• Literature Resource Center (GALE)</li> <li>• NoveList Plus (EBSCO)</li> <li>• Student Resources in Context</li> <li>• World History-Ancient &amp; Medieval Eras</li> <li>• World History-The Modern Era</li> <li>• African-American History</li> </ul> <p><b>SOURCES:</b></p> <p><a href="http://flushinghighschool.enschool.org/ourpages/auto/2012/2/1/40718867/Ma_Rainey's_Study_Guide_-_Final.pdf">http://flushinghighschool.enschool.org/ourpages/auto/2012/2/1/40718867/Ma_Rainey's_Study_Guide_-_Final.pdf</a></p>	

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Unit Title:		
National Core Anchor Standard	Grade Level Specific Standards as Student Objectives for lesson work (Students will be able to...)	Core Text Activities
<p>College &amp; Career Readiness For Reading Standards #1, 2, 4, 5, 6, 7,</p> <p>College &amp; Career Readiness Speaking Standards #1, 2, 4</p> <p>College &amp; Career Readiness Writing Standards #1, 2, 4, 5, 7, 8, 9</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>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 things uncertain.</p> <p>RI 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a text.</p> <p>RI 7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.</p> <p>RL 10. Read informational text independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments in which they a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced,</p> <p>b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim,</p> <p>c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases, e. provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p> <p>W4. Produce writing in which the organization, development, and substance and style are</p>	<p>SUGGESTED SUMMATIVE ASSESSMENT:</p> <p>Redemption Song Wiki Project</p> <p>Students will be able to: Use research databases and other CHS Library resources to conduct research on the work, life, and times of recording artists and musicians throughout the African Diaspora who</p> <p>A. pioneered the Blues OR B. used music to effect social change.</p> <p>The project will encompass both guided and independent research and will take place over approximately four weeks.</p> <p>The project will culminate in each student's creation of an online wiki page that will consist of the following components:</p> <ol style="list-style-type: none"> <li>1. A well-documented student created fictional "memoir" of the artist/musician, based on the student's thorough research of his/her life and times. (30 POINTS)</li> <li>2. An analytical discography containing at least five of the artist's pivotal songs or musical pieces, accompanied by links to music samples. (30 POINTS)</li> <li>3. A creatively composed 9x12 three-dimensional quilt panel representing the artist and his/her work, composed using previously-researched traditional American quilt pattern templates. (20 POINTS)</li> <li>3. Constructive and substantive student feedback and interaction via the Comments section of individual pages. (20 POINTS)</li> </ol>

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	<p>appropriate to task, purpose, and audience.</p> <p>W5. 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.</p> <p>W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.</p> <p>W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	
College & Career Readiness For Reading Standards #1, 2, 4,	<p>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 things uncertain.</p> <p>RL 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 3. Analyze the impact of the author's choices</p>	

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5, 10	regarding how to develop and relate elements of a story or drama.	
College & Career Readiness Writing Standards #1, 2, 4, 5	RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a text. RL 6. Analyze an author's use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text. RL 10. Read literature independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.	
College & Career Readiness Speaking Standards #1, 4	W1. Write arguments W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience. W5. 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.	
College & Career Readiness Language Standards #1, 2, 3, 4, 5, 6	SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class. a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions, b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making, c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions, d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task, e. Evaluate whether the team has met its goals. L1. Observe conventions of grammar and usage. L2. Observe conventions of capitalization, punctuation, and spelling L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.	

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**Unit Six: Get Up, Stand Up-Voices of Black Power and Protest**

**Unit Overview:**

This unit explores and examines the ideas and language that both shaped and defined the black freedom, equality, and protest movements of the 1950s to the 1970s.

This unit also introduces the following skills:

- Unit vocabulary
- Students will be introduced to a comprehensive list of rhetorical devices, which they will learn be able to identify and analyze within the contexts of the readings in this unit.
- Students will learn to recognize and analyze the use of irony, tone, diction, and pacing in persuasive speaking/writing.
- Students will be (re)introduced to satire and its elements.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• How does the literature of the Civil Rights Era and the Black Power movements reflect the often conflicting ideologies of Civil Rights leaders?</li> <li>• How did the power of rhetoric and oratory contribute to the Civil Rights and Black Power movements?</li> <li>• How is satire often one of the most effective tools for social criticism?</li> </ul>	<p>Group Discussions: Students will address the following questions, among others, via varying modes of discussion, including but not limited to Socratic seminars, think-pair-shares, and fishbowls.</p> <p>“Letter from Birmingham Jail”</p> <ul style="list-style-type: none"> <li>• What guarantees in the First Amendment are relevant to King’s protest actions? Explain why.</li> <li>• When King refers to “constitutional and God-given rights,” what do you think he means?</li> <li>• What did King hope to accomplish by demonstrating publicly?</li> <li>• King writes that he has “no alternative” but to demonstrate. Explain why he reached that conclusion.</li> <li>• Instead of demonstrations, what alternatives would his critics have recommended?</li> <li>• Conflicts of values are inevitable. What are some of the values that were confronted in civil rights protests? Which of King’s values were in conflict with values of those who criticized him?</li> <li>• In the face of large demonstrations, what were the legal responsibilities of the Birmingham police? How can police tell the difference between lawful protest and unruly or dangerous gatherings?</li> <li>• King gives direct evidence for “unavoidable impatience.” What are his examples?</li> <li>• According to King, what is a “just law”? an “unjust law”?</li> </ul>

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- What laws and social conditions did King want to change?
- According to King, what is a “moderate”? What is an “extremist”?
- Use these four questions for a more in-depth study of King’s use of language.
- Consider King’s audience. Why was it important for King to include the churches’ response to the freedom movement and biblical allusions?
- Which shared values did King use to convince his critics of the rightness of his position?
- How was his argument strengthened through references to St. Augustine, St. Thomas Aquinas and Martin Buber?
- In addition to concrete language, King uses allusion and figurative language. Where is his use of allusion most persuasive? Where is his use of allusion most persuasive? What rhetorical devices do you consider to be most effective?

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<b>Classroom Application</b>	
<p><b>Independent Reading/Research:</b></p> <ul style="list-style-type: none"> <li>• Research using the Internet and a book so that a student reads both writing about and by the Journalistic Alter Ego</li> <li>• Reading 3 chapter segments of Moving Violations in preparation for group discussions and presentations for whole class discussions</li> <li>• Reading with different focus on Hockenberry's commentary on human nature in chapters 19-24 of Moving Violations</li> </ul> <p><b>Materials/Student Resources:</b></p> <ul style="list-style-type: none"> <li>a. from Invisible Man (Ellison)</li> <li>b. Poetry and Short Stories (Amiri Baraka, Sonia Sanchez, Nikki Giovanni, Toni Morrison, Gwendolyn Brooks, Alice Walker, Gil Scott-Heron, Public Enemy)</li> <li>c. from The Fire Next Time (Baldwin)</li> <li>e. "Letter from Birmingham Jail" (MLK)</li> <li>f. "The Ballot or the Bullet" (Malcolm X)</li> </ul> <p><b>DVDS and Other Media:</b></p> <p>Angela Davis: Revolutionary Politics and Radical Connections(PBS)</p> <p>Malcolm X: Black Nationalism (PBS)</p> <p><b>Databases through school media center:</b></p> <ul style="list-style-type: none"> <li>• Bloom's Literary Reference Center (FoF)</li> <li>• African-American History</li> <li>• JSTOR</li> <li>• Literature Resource Center (GALE)</li> <li>• NoveList Plus (EBSCO)</li> <li>• Student Resources in Context</li> <li>• World History-Ancient &amp; Medieval Eras: World History-The Modern Era</li> </ul> <p><b>SOURCES:</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://vitalnj.pbslearningmedia.org/resource/49df991d-9696-4ea0-a3a3-662bf1c36577/angela-davis-revolutionary-politics-and-radical-connections/">http://vitalnj.pbslearningmedia.org/resource/49df991d-9696-4ea0-a3a3-662bf1c36577/angela-davis-revolutionary-politics-and-radical-connections/</a> <a href="http://video.pbs.org/video/2190591468/">http://video.pbs.org/video/2190591468/</a></li> </ol>	



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<http://vitalnj.pbslearningmedia.org/resource/iml04.soc.ush.civil.malc1/malcolm-x-black-nationalism/>

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Unit Title:		
National Core Anchor Standard	Grade Level Specific Standards as Student Objectives for lesson work (Students will be able to...)	Core Text Activities
<p>College &amp; Career Readiness For Reading Standards #1, 2, 4, 5, 6, 7,</p> <p>College &amp; Career Readiness Speaking Standards #1, 2, 4</p> <p>College &amp; Career Readiness Writing Standards #1, 2, 4, 5, 7, 8, 9</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>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 things uncertain.</p> <p>RI 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a text.</p> <p>RI 7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.</p> <p>RL 10. Read informational text independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments in which they a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced,</p> <p>b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim,</p> <p>c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases, e. provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p> <p>W4. Produce writing in which the organization, development, and substance and style are</p>	<p><b>"Letter from Birmingham Jail" and "The Ballot or the Bullet"</b></p> <p>◦Pretend you are living in 1963. Write a letter to the editor of the Birmingham Post-Herald or a newspaper of choice.</p> <p>◦Write an essay comparing and contrasting King's use of concrete and metaphoric language with Malcolm X's "The Ballot or the Bullet".</p> <p>◦In an essay, describe the rhetorical purpose of King's letter and analyze its stylistic and persuasive devices. To what extent are King and Malcolm X using different words and images to convey a similar message?</p> <p>◦Write a well-researched column/editorial relating one of the issues or ideas raised by King to contemporary society or a current event (e.g. Trayvon Martin).</p>

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	<p>appropriate to task, purpose, and audience.</p> <p>W5. 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.</p> <p>W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.</p> <p>W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	
College & Career Readiness For Reading Standards #1, 2, 4,	<p>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 things uncertain.</p> <p>RL 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 3. Analyze the impact of the author's choices</p>	

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5, 10	regarding how to develop and relate elements of a story or drama.	
College & Career Readiness Writing Standards #1, 2, 4, 5	RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a text. RL 6. Analyze an author's use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text. RL 10. Read literature independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.	
College & Career Readiness Speaking Standards #1, 4	W1. Write arguments W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience. W5. 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.	
College & Career Readiness Language Standards #1, 2, 3, 4, 5, 6	SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class. a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions, b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making, c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions, d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task, e. Evaluate whether the team has met its goals. L1. Observe conventions of grammar and usage. L2. Observe conventions of capitalization, punctuation, and spelling L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.	

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**Unit Seven: No Woman, No Cry- Cross Cultural Womanist Voices**

**Unit Overview:**

In this unit, students will read at least two novels by contemporary women writers, one African, and one African-American. The core texts are *Sula* by Toni Morrison and either *Purple Hibiscus* (Adichie) or *The Joys of Motherhood* (Emecheta). Students will read one novel independently and the other in class.

This unit also introduces the following skills:

- Unit vocabulary
- Close reading and analysis of text
- (Re)introduction to and examination of satire, irony, magical realism, symbolism
- Expository essay practice

**Essential Questions**

- How are black women's roles defined by their relationships with black men and by the broader world that often controls black men?
- How is DuBois's concept of a "double consciousness" become even more complex/problematic when it is applied to Black women?
- Where and how do the life experiences of women throughout the diaspora converge and diverge?
- How is a woman's journey to self-realization defined in this unit's readings?

**Enduring Understandings**

Group Discussions: Students will address the following questions/topics, among others, via varying modes of discussion, including but not limited to Socratic seminars, think-pair-shares, and fishbowls.

- How does *Sula* force readers to put aside their conventional expectations and to enter a complex fictional (perhaps mythical) world?
- Consider how the novel portrays evil as perhaps good and vice versa.
- How do murder and self-mutilation become acts of love?
- Why aren't there simple answers to ordinary human problems?
- How do Nel and Sula function as literary foils? We are obviously supposed to view one in light of the other, yet the novel's title is *Sula*. Why?
- Ultimately, what is the definition of African-American womanhood as presented in this novel. Consider all of the women in the novel as a whole in your response.

**Classroom Application**

**Independent Reading/Research:**

- Research using the Internet and a book so that a student reads both writing about and by the Journalistic Alter Ego
- Reading 3 chapter segments of *Moving Violations* in preparation for group discussions and presentations for whole class discussions
- Reading with different focus on Hockenberry's commentary on human nature in chapters 19-24 of *Moving Violations*

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**Materials/Student Resources:**

- a. Sula (Morrison)
- b. Purple Hibiscus\* (Adichie)
- c. The Joys of Motherhood (Emecheta)

DVDS and Other Media:

“Four Women” by Nina Simone (via YouTube)

Databases through school media center:

- Bloom's Literary Reference Center (FoF)
- African-American History
- JSTOR
- Literature Resource Center (GALE)
- NoveList Plus (EBSCO)
- Student Resources in Context
- World History-Ancient & Medieval Eras
- World History-The Modern Era

**SOURCES:**

<http://www.viterbo.edu/uploadedFiles/academics/letters/english/Discussion%20Notes%20for%20Sula.pdf>

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Unit Title:		
National Core Anchor Standard	Grade Level Specific Standards as Student Objectives for lesson work (Students will be able to...)	Core Text Activities
<p>College &amp; Career Readiness For Reading Standards #1, 2, 4, 5, 6, 7,</p> <p>College &amp; Career Readiness Speaking Standards #1, 2, 4</p> <p>College &amp; Career Readiness Writing Standards #1, 2, 4, 5, 7, 8, 9</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>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 things uncertain.</p> <p>RI 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a text.</p> <p>RI 7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.</p> <p>RL 10. Read informational text independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments in which they a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced,</p> <p>b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim,</p> <p>c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases, e. provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p> <p>W4. Produce writing in which the organization, development, and substance and style are</p>	<p><b>Students will read <i>Sula</i> by Toni Morrison as a class text and choose either <i>Purple Hibiscus</i> by Chimamanda Ngozi Adichie or <i>The Joys of Motherhood</i> by Buchi Emecheta as supplementary texts.</b></p> <p><b>For <i>Sula</i>, Students will be able to</b></p> <ol style="list-style-type: none"> <li>1. Cite text to recognize and analyze the major themes, symbols and motifs in the novel, especially the themes of deception and duality.</li> <li>2. Analyze Morrison's use of the novel's structure to emphasize its major themes.</li> <li>3. Examine her copious use of Biblical allusions And Biblical names for symbolic purposes.</li> <li>4. Develop strong claims, supported with text about what the novel ultimately says about African-American womanhood.</li> </ol> <p><b>After reading <i>Sula</i>, students will work in literature circles, based upon their chosen secondary text for the purpose of comparing and contrasting <i>Sula</i> with their secondary novel.</b></p> <p><b>For this part of the unit, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Read a novel and interpret a chosen novel independently and apply the ideas of that novel to our collective reading of <i>Sula</i>.</li> <li>2. Cite strong evidence from their independent text to support assertions on how the women characters from the primary novel compare and contrast with those in their secondary novel.</li> <li>3. Develop strong claims to support how each novel and its author ultimately define black womanhood.</li> </ol> <p><b>SUGGESTED SUMMATIVE ASSESSMENT:</b> In an expository essay, develop and support an argument about what the differences in the</p>

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	<p>appropriate to task, purpose, and audience.</p> <p>W5. 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.</p> <p>W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.</p> <p>W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	<p>definitions in #3 above might suggest about the roles/expectations of black women in Africa versus the United States.</p>
College & Career Readiness For Reading Standards	<p>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 things uncertain.</p> <p>RL 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases,</p>	



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<p>#1, 2, 4, 5, 10</p> <p>College &amp; Career Readiness Writing Standards #1, 2, 4, 5</p> <p>College &amp; Career Readiness Speaking Standards #1, 4</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>conflict with one another.</p> <p>RL 3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>RL 5. Analyze how an author’s choices concerning how to structure a text shape the meaning in a text.</p> <p>RL 6. Analyze an author’s use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text.</p> <p>RL 10. Read literature independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments</p> <p>W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience.</p> <p>W5. 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.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	
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**Student Texts/Teacher Resources:**

All trade books are listed below. Shorter texts, excerpts from longer texts, and teacher resources may be sourced from any of the following anthologies:

1. Black African Voices, Edited by James E. Miller et al. (Scott, Foresman and Company, 2003)- This is an existing and adopted text which is currently of the bookroom shelf.
2. The Prentice Hall Anthology of African-American Literature, Edited by Rochelle Smith and Sharon Hall (Prentice Hall, 2000).
3. African Roots/American Cultures: Africa in the Creation of the Americas, Edited by Sheila S. Walker (Rowman & Littlefield, 2001)

***List of Units and Readings***

**I Africa Unite: Black Cross-Cultural Identity-Pan Africanism**

- a. from The Souls of Black Folk (DuBois)
- b. “Africa for the Africans” and “The Future as I See It” (Garvey)
- c. from “I Speak of Freedom” (Nkruma - Ghana)
- d. “Everyday Use” (Walker)
- e. Film Study- Bronx Princess (PBS-“POV”)
- f. from All God’s Children Need Traveling Shoes\* (Angelou)

***Summative Writing Assessment-*** Essay or Fictional Dialogue the Divergent Ideologies of DuBois and Garvey

**II. Three Little Birds: African and African-American Folklore and the Oral Tradition**

- a. African proverbs and myths
- b. From Sundiata, an epic of Old Mali
- c. from Mules and Men\* (Hurstun)
- d. from The Magic Orange Tree- (Haitian Folk Tales)

***Summative Writing/Oral Assessment*** - Original Folktale / Call and Response Oral Presentation

**III. Slave Driver: Slavery and Imperialism, A Common Bondage**

- a. Poems – (Phillis Wheatley, Jupiter Hammon, Frances Harper)

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- b. Slave Songs (Spirituals)
- c. Personal narrative(s)/Nonfiction – (Olaudah Equiano, Sojourner Truth, Frederick Douglass, Harriet Jacobs)
- d. Poetry/Short Stories – (Wole Soyinka (Nigeria), Bessie Head, Nadine Gordimer (South Africa) et. al.)
- e. Things Fall Apart and No Longer at Ease\* (Achebe-Nigeria)

**Summative Writing Assessment** – Processed Personal Narrative/College Application Essay

**IV. Exodus: The Old Problems of The New Negro**

(The Great Migration and the Harlem Renaissance/Negritude Movements)

- a. “On Mr. Booker T. Washington and Others” ( DuBois)
- b. “The Atlanta Exposition Address” (Washington)
- c. Poetry: Dunbar, Hughes, J.W. Johnson, Cullen, McKay, Senghor (Senegal), Césaire (Martinique) et al.
- d. The Ways of White Folks\* (Hughes)
- e. from “The New Negro” (Locke)
- f. Passing\* - (Larsen)
- g. Film Study: Imitation of Life (Douglas Sirk-1959)

Summative Writing Assessment- “Is it better to agitate or assimilate?” (Pers. Essay)

**V. Redemption Songs: Linking African Literary and Musical Legacies**

- a. Ma Rainey’s Black Bottom\* (Wilson)
- b. “1955” ( Walker)
- c. “Sonny’s Blues” (Baldwin)
- c. Music and Lyrics: Various Blues Artists, Bob Marley, Miriam Makeba, Fela Kuti et al.

**Summative Assessment** – Redemption Songs Wiki/Quilt Project (Research Project)

**VI. Get Up, Stand Up: Black Power and Protest**

- a. from Invisible Man (Ellison)

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- b. Poetry and Short Stories (Amiri Baraka, Sonia Sanchez, Nikki Giovanni, Alice Walker, Toni Morrison, Gwendolyn Brooks, Gil Scott-Heron, Public Enemy)
- c. from The Fire Next Time (Baldwin)
- e. “Letter from Birmingham Jail” (MLK)
- f. “The Ballot or the Bullet” (Malcolm X)

**Summative Writing Assessment** – Processed Essay Examination of Rhetorical Devices in Unit Readings

**VII. No Woman, No Cry: Contemporary Black Womanist Voices**

- a. Sula (Morrison)
- b. Purple Hibiscus\* (Adichie - Nigeria)
- c. The Joys of Motherhood (Emecheta- Nigeria)

**Summative Writing Assessment**- Processed Expository Essay