

COURSE: African American Literature

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STANDARDS		
<p>CCSS READING STANDARDS</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.1</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.2</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.3</u> 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).</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.6</u> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.5</u> 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</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.6</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.7</u></p>	<p>CCSS WRITING STANDARDS</p> <p><u>CCSS.ELA-LITERACY.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.2</u> 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.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.3.A</u> 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.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.4</u> 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.)</p> <p><u>CCSS.ELA-LITERACY.W.11-12.5</u> 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 here.)</p> <p><u>CCSS.ELA-LITERACY.W.11-12.6</u> 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.</p>	<p>CCSS SPEAKING AND LISTENING STANDARDS</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1</u> 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.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1.A</u> 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.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1.C</u> 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.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1.D</u> 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.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.5</u> 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.</p>

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					
UNITS	PACING	ESSENTIAL QUESTIONS	CONTENT	ASSURED EXPERIENCES & ASSESSMENTS	INSTRUCTIONAL STRATEGIES
Unit 1: Folktales and Folklore	<p>Week 1-3: College Essay</p> <p>Week 4-7 Folktales and Folklore</p>	<p>What is the value of our voice?</p> <p>How do my identities, culture, and society shape my experiences in the world?</p>	<p>Learning Objectives: Students will be able to apply narrative elements to formal and creative writing.</p> <p>Students will understand the value of storytelling in both written and oral traditions</p> <p>Unit Vocabulary: Trickster Tale Porquoi Fable Fairytale Theme Characterization Style Tone Narrative</p> <p>Suggested Texts: “The Danger of a Single Story” by Chimamanda Adichie (Ted Talk) “African American Folklore and Folkways” by Edward Pavlic <i>Stagolee</i> <i>Mules and Men</i> by Zora Neale Hurston (Textbook) <i>Anansi the Spider</i> by Gerald McDermott <i>Br'er Rabbit</i> The Princess And The Frog (Movie)</p>	<p>College Essay: Students will write a personal narrative that follows one of the prompts from the Common App website. This essay is intended to be their college essay that will be used for applications (S1) or will be a reflective piece that tells their personal story (S2).</p> <p>Folktale/Folklore Story: Students will write a pick one type of folktale or folklore and write a story that is reflective of the characteristics and elements of this genre as discussed in class.</p>	<p>*Wagon Wheel/ Concentric Circles *Jigsaw *Collaborative Annotation CLOSE Reading Cooperative Learning Groups Scaffolding Literacy Groups Socratic/Paideia Seminar Project Based Learning</p>
Unit 2: Slave Narratives	Week 8: Historical Context/	<p>What is the significance of home?</p> <p>What are the</p>	Learning Objectives:	Slave Narrative Journals: Students will create a journal with entries depicting themselves as slaves based on their	<p>*Think, Pair, Share *Knowledge Continuum</p>

	<p>Characteristics of Slave Literature</p> <p>Week 9-10: The Positive Effects</p> <p>Week: 10-11 The Negative Effects</p>	<p>challenges of creating a home in a new place whether by choice or by force?</p>	<p>Students will be able to understand and articulate how literature is reflective of life.</p> <p>Students will be able to discuss and analyze how the viewpoint of authors effect their treatment of the same topic.</p> <p>Unit Vocabulary: Narrative Dialect Pathos Ethos Logos Credibility Testimonial Middle Passage Triangular Trade Slave Codes</p> <p>Suggested Texts: “To Be A Slave” Prologue <i>The Interesting Narrative of Olaudah Equiano</i> (Textbook) <i>Letter to Thomas Jefferson</i> by Benjamin Banneker “The Mulatto” <i>Nat Turner’s Confession</i> The Amistad (Movie) 13th (Documentary)</p>	<p>understanding of theme and viewpoint. Students will take into consideration dialect, time period, historical events, etc. to create accurate journal entries.</p> <p>Storyboard: Students will create a “storyboard” which breaks down the African/African-American Experience from roughly 1600-1750 into six stages through their media of choice. Each “stage” on the poster should include the following components: 1. Written summary with highlighted key terms. 2. Illustration relative to that particular stage. 3. Cited quotation from textbook or primary source illustrating significance of that “stage.” 4. Critical thinking question pertinent to that particular “stage.”</p>	<p>*Text Rendering CLOSE Reading Cooperative Learning Groups Scaffolding Literacy Groups Socratic/Paideia Seminar Project Based Learning</p>
<p>Unit 3: Harlem Renaissance</p>	<p>Week 12-13: The Cultural Revolution</p> <p>Week 13-15: Poetry Music and Art</p>	<p>What does it mean to belong? How can various forms of oppression impact our sense of belonging?</p>	<p>Learning Objectives: Students will be able to listen to each other’s ideas, give regular feedback and focus on strong communication in order to become skilled collaborators.</p> <p>Students will be able to apply critical thinking skills to analyze poems, music and art in order to construct new</p>	<p>Harlem Renaissance Exhibit: Students will produce a creative piece that synthesizes their understanding of the Harlem Renaissance and it’s influence on today’s culture.</p> <p>Analysis Essay: Students will write an analysis essay answering the prompt: “To what extent was the Harlem Renaissance about individual greatness and to</p>	<p>*Chalk Talk *Text Rendering *Collaborative Annotation *Gallery Walk CLOSE Reading Cooperative Learning Groups Scaffolding</p>

			<p>understandings about African American history and culture.</p> <p>Unit Vocabulary: Renaissance Theme Perspective Representation Analysis Assimilation Segregation</p> <p>Suggested Texts: <i>The Negro Artist And The Racial Mountain</i> by Langston Hughes <i>How It Feels To Be Colored Me</i> by Zora Nora Neale Hurston “Jazz” by Arna Bontemps “The Negro Speaks of Rivers” by Langston Hughes</p>	<p>what extent was it a celebration of the collective spirit?”</p>	<p>Literacy Groups Socratic/Paideia Seminar Project Based Learning</p>
<p>Unit 4: Modern African American Culture</p>	<p>Week 16: “Homecoming”</p> <p>Week 17-18: Music for Social Change</p> <p>Week 19-20: Activism and Awareness</p>	<p>It is possible to exist within multiple culture simultaneously? Why is it important to preserve one’s history?</p>	<p>Learning Objectives: Students will be able to distinguish major patterns and issues with regard in society regarding African American Culture.</p> <p>Students will be able to analyze how modern black culture developed as a form of popular expression in United States.</p> <p>Unit Vocabulary: Theme Perspective Oppression Culture Multimedia Transafrica Diaspora</p>	<p>Explanatory Essay: Students will pick one overarching theme/issue of African American Culture as write an essay explain it’s evolution through time, linking the literature we have read throughout the semester to real world experiences.</p> <p>Digital Media Presentation: Students will use digital media to raise awareness about an issue/topic that is directly connected to the African American Community. Students will identify the topic/issue and find a solution or outcome.</p>	<p>*Take A Stand *Collaborative Annotation *Gallery Walk CLOSE Reading Cooperative Learning Groups Scaffolding Literacy Groups Socratic/Paideia Seminar Project Based Learning</p>

			Suggested Texts: Homecoming Documentary “Dedication” by Nispey Hussle “Oodles and Noodles Babies” by Meek Mill <i>The Bluest Eye</i> by Toni Morrison		
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***denotes strategy from Common Instructional Framework.**