

Grade 11-12

Distance Learning Module 5: Week of: 4/27/2020-5/1/2020

Race, Literature, and Culture - Modified from [Unit 2 - The Six Degrees of Segregation](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Historical periods (Harlem Renaissance and Civil Rights Movement), Brown vs. Board of Education, the cyclical nature of education and employment, literary theory

Vocabulary: Places of public accommodation, in-context vocabulary from various texts

Skills: Analyze and synthesize complex texts, apply literary theory to texts, evaluate arguments from multiple perspectives, engage in academic discourse, reflect on their lives and community

Expectation: Students will complete the following tasks and assignments.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday, 4/27: Apply course concepts and close reading skills to poetry from the Harlem Renaissance	1) Screencast read aloud: Claude McKay's "America," Langston Hughes' "The Negro Speaks of Rivers", and Countee Cullen's "Incident" 2) Select one of the three poets. Read and annotate the author's biography as well as three of his poems.	Submit an overview of your annotation work. *Read <i>Invisible Man</i> chapters 16-21 (p. 333-461) by tomorrow
Tuesday, 4/28: Apply course concepts and close reading skills to <i>Invisible Man</i>	1) <i>Invisible Man</i> Chart a) Look for examples of all class concepts (bias, single story, colorblindness, degrees of segregation) in today's section of <i>Invisible Man</i> . b) Look for examples of the various motifs in today's reading: blindness, invisibility, masks, marionettes	Persona pitch *Read <i>Invisible Man</i> chapters 22-epilogue (p. 462-581) by Tuesday, 5/12

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
	c) Analyze the text using the literary theory that we discussed 2) Assume the persona of either Ras the Exhorter or Brother Jack. Write a pitch to the narrator trying to convey to him of the values of joining your organization and the flaws of the other.	
Wednesday, 4/29: Identify and reflect on various ways that people of color have faced discrimination	1) Read the poem "Harlem." Consider how Langston Hughes articulates the frustrations of the black community and anticipates the Civil Rights Movement to come. Make connections to slavery and Reconstruction, essentially synthesizing the time periods. Jot down notes/thoughts. 2) We will now start to reflect on the 3 remaining Degrees of Segregation: Voting, access to places of public accommodation, and encounters with the police/justice system. Discussion board post: See Google Classroom	Discussion board post: Respond to at least two of the questions on Google Classroom. Each response should be at least 100 words. Then, respond to at least two of your peers. *Read <i>Invisible Man</i> chapters 22-epilogue (p. 462-581) by Tuesday, 5/12
Thursday, 4/30: Apply course concepts and close reading skills to texts from the Civil Rights Movement	1) Background research on the "Little Rock Nine" and Brown vs. Board of Education 2) Jigsaw of excerpts from from <i>Warriors Don't Cry</i> - read and annotate <ul style="list-style-type: none"> a) Last name B-C: Pages 108-119 b) Last name D-G: Pages 134-145 c) Last name J-M: Pages 150-152, 212-214, 217-220 d) Last name N-S: Pages 231-243 3) Discussion board: For your section, post about the following: people mentioned, key events, conflicts, etc. Then, read posts by the people who had the other parts so that you can get a sense of what they are about.	Discussion board post *Read <i>Invisible Man</i> chapters 22-epilogue (p. 462-581) by Tuesday, 5/12

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Friday, 5/1: Apply course concepts and close reading skills to texts from the Civil Rights Movement	Response Paper #3: <i>Warriors Don't Cry</i>	Response Paper #3: <i>Warriors Don't Cry</i> *Read <i>Invisible Man</i> chapters 22-epilogue (p. 462-581) by Tuesday, 5/12

Week criteria for success (attach student checklists or rubrics): Response Paper #3: *Warriors Don't Cry*

This is the only formal assessment this week; however, students will be given feedback on all of the work that they submit.

Supportive resources and tutorials for the week (plans for re-teaching): Students will be given feedback on all of the work that they submit. Additional documents and video tutorials will be created as needed (based on student work). In addition, email, Google Hangouts, and Google Meet will be utilized for one-on-one and small-group support.