

Grade 11-12

Distance Learning Module 6: Week of: 5/11/2020-5/15/2020

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

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Historical period (Civil Rights Movement), Brown vs. Board of Education, the cyclical nature of education and employment, literary theory, how race has been defined (from unit 1)

Vocabulary: racial passing (from unit 1), in-context vocabulary from various texts

Skills: Relate course concepts to current events, 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, 5/11: Reflect on the experiences of various people during the Civil Rights Movement as well as how your life is different than those about whom Civil Rights era texts are written	1) Jigsaw of essays from <i>Notes of a Native Son</i> - read and annotate <ol style="list-style-type: none">Last name B-C: "Everybody's Protest Novel" and "Carmen Jones: The Dark is Light Enough"Last name D-E: "Many Thousands Gone"Last name F-J: "The Harlem Ghetto"Last name L-M: "Journey to Atlanta" and "Encounter on the Seine: Black Meets Brown"Last name N-S: "Stranger in the Village" 2) Discussion board: Write an overview of your assigned essay(s) and provide a brief analysis of it (them). Be sure to consider how your reading aligns with our various class concepts. Then, read posts by the people who had the other essays 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 tomorrow
Tuesday, 5/12: Apply course concepts and close reading skills to <i>Invisible Man</i>	1) Introduce <i>Invisible Man</i> essay → Due Tuesday, May 19 2) <i>Invisible Man</i> Chart <ol style="list-style-type: none">Look for examples of all class concepts (bias, single	1) <i>Invisible Man</i> chart (add free write at the end) 2) Have any lingering questions about

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
	<p>story, colorblindness, degrees of segregation) in today's section of <i>Invisible Man</i>.</p> <p>b) Look for examples of the various motifs in today's reading: blindness, invisibility, masks, marionettes</p> <p>c) Analyze the text using the literary theory that we discussed</p> <p>d) Write at the end of the chart: Free write about the final line of the book. What is Ellison trying to convey?</p>	<p>the novel? Email me!</p> <p><i>*Invisible Man</i> essay due Tuesday, May 19</p>
<p>Wednesday, 5/13:</p> <p>Apply course concepts and close reading skills to a text from the Civil Rights era</p>	<p>1) Look up some background info about Malcolm X</p> <p>2) Read/annotate excerpts from <i>The Autobiography of Malcolm X</i> (pages 158-172, 203)</p> <p>3) Jigsaw of excerpts from from <i>The Autobiography of Malcolm X</i> - read and annotate</p> <p>a) Last name B-C: Pages 221-226</p> <p>b) Last name D-G: Pages 248-252</p> <p>c) Last name J-M: Pages 345-348</p> <p>d) Last name N-S: Pages 374-377</p> <p>4) Discussion board: Write an overview of your part and provide a brief analysis of it. Then, read posts by the people who had the other essays so that you can get a sense of what they are about.</p>	<p>Discussion board post</p> <p><i>*Invisible Man</i> essay due Tuesday, May 19</p>
<p>Thursday, 5/14:</p> <p>Identify the philosophical differences held by key figures during the Civil Rights Movement</p>	<p>1) Research/share the context surrounding Malcolm X's death</p> <p>2) Create a Venn Diagram comparing/contrasting Malcolm X with Martin Luther King, Jr. Additional research may be required.</p>	<p>Malcolm X/MLK Jr. Venn Diagram</p> <p><i>*Invisible Man</i> essay due Tuesday, May 19</p>
<p>Friday, 5/15:</p> <p>Apply course concepts and close reading skills to a text from the Civil Rights era; synthesize the various texts and course concepts from the first six weeks of class to evaluate trends and patterns</p>	<p>1) Read and annotate "The White Troops Had Their Orders But the Negroes Looked Like Men" (Gwendolyn Brooks) and "Still I Rise" (Maya Angelou)</p> <p>2) Read and annotate excerpts from <i>Black Like Me</i>.</p> <p>3) Discussion board post: We have now completed our "march through history." What have you noticed about our class concepts (definitions of race, colorblindness, the single story, explicit/implicit bias, segregation)? Have any of the concepts "evolved" in any way? Have you noticed any patterns?</p>	<p>Discussion board post - Post a response of at least 100 words. You must also reply to at least two of your peers.</p> <p><i>*Invisible Man</i> essay due Tuesday, May 19</p>

Week criteria for success (attach student checklists or rubrics): *Invisible Man* essay

There are no formal assessments due this week; the *Invisible Man* essay is due next Tuesday. 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.